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ABSTRACT

During fiscal year 1971, the Oregon State Migrant Education Program, funded by the Title I Migrant Amendment, enrolled 6,099 students in grades K-12. Of these, 4,092 were enrolled in the regular school term and 2,007 were enrolled in summer programs. The Migrant Education Service Center expanded on its provision of diagnostic and prescriptive services for students in migrant programs. This 1970-71 evaluation report covers: exemplary projects; children served; grade placement; teacher-pupil ratio; interrelationship with regular Title I programs; coordination with other programs; in-service training; nonpublic school participation; dissemination; community involvement; program effectiveness; construction - equipment; supportive services; program integration; staff utilization; new programs; a program critique; the Migrant Education Service Center, and the Teacher Training Program. (NC)



EVALUATION

OREGON STATE MIGRANT EDUCATION PROGRAM

1970-71

funded by

Title I, ESEA, Migrant Amendment

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Figure 1 - Pre and Post-Test Results
of Inter-American, General Abilities
Test FY 1971

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PART I

EXEMPLARY PROGRAMS

EXEMPLARY PROGRAMS

Dayton School District

A new discovery room was developed at the Dayton Elementary Reading Laboratory. With the approval of their parents, 70 students participated in a variable scheduled reading program. Some students were "walkers" who arrived an hour before and stayed an hour after school, and "riders" attended during regular school hours. In this way more students could be accommodated in the 30- to 40-minute modules.

Each child was told that no grades would be given and that no one would fail. Every student was assured he would succeed in this class.

The program was unique because of the special room arrangements and the special teaching strategies used to motivate the students. For example, a traditional 20-seat classroom was transformed into a center that resembled anything but a classroom. Few desks were evident; bright decorations were hung; a sofa, a carpet, a miniature one-room schoolhouse, a boat, and other interest centers were incorporated into the discovery room.

If a child felt the need for temporary escape or privacy, or needed a quiet place to read, he was placed in the miniature schoolhouse or other somewhat isolated area. Children who were unwilling to read or write during any specific period were asked about and directed toward their special interests. A radio, a Honda bike, a motor, or a boat was brought into the discovery room as motivation for these students. These articles were dismantled, studied, and classified by part and function. Such exercises developed the same skills that would be developed in a traditional classroom. The students always worked on a contract basis with the instructor. For exceptional work or application the child was allowed to participate in free-time activities. As each child attained a prescribed level of achievement he was presented with a "diploma of graduation." No student ever failed this class. The reading program focused on reading problems in a relaxed and individualized manner. Each pupil had the freedom to work at his own level and at his own speed.

North Plains School District

In North Plains a new application of the tutorial concept was implemented. The director, with the cooperation of the principals of the two adjacent high schools, enrolled the services of 25 high school students who were members of Teen Corp, a high school student association concerned with community services.

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These students were provided comprehensive training in the duties, techniques, and responsibilities of tutoring. They were also provided an opportunity to become well acquainted with the migrant education teachers and the classroom teachers to whom the children they would tutor were assigned.

The director was convinced that the tutoring process should take place in the student's home and that the student's parents should be involved in the planning and play a primary role in the process. Parents were assured that they would be in complete charge of the program, including scheduling the sessions, selecting the tutor, and supervising the tutoring in the home.

As near as possible, the director endeavored to match boy with boy and girl with girl; however, more girls than boys volunteered and such matching was not always possible.

After the tutors and their students were matched, the tutors were taken to the students' homes to meet with the parents. The parents, who had already given approval to the plan, were given the opportunity to accept the assigned tutor, request an interview with other tutors, or reject the entire program. In each instance, the parents accepted the first tutor interviewed.

All tutoring was done at the student's home in the late afternoon after school or in the evening, whichever time was selected by the student's parents. Each tutor was in constant contact with his student's teachers concerning what skills and disciplines he should emphasize. Seminars were also conducted for students, tutors, the project director, teachers, and outside consultants.

An interesting sidenote was that a review of the records and testimony from the tutors' high school teachers revealed that for the most part the volunteer cadre was comprised of capable students who, because of lack of interest in school curriculum, were functioning below their capabilities. After becoming involved in the tutorial program they developed a much more positive attitude toward their own school work and activities.

Although the concept of tutorial services for migrant students was not conceived and implemented until November, and then was developed as a pilot project, during the six months of operation it proved to be an effective process. The students who were assigned tutors showed improvement in their academic work, developed better self concepts, and showed increased interest in all school activities. A follow-up conference with the tutors' high school instructors revealed that both in attitude and in academic achievements tutors showed considerable improvement after they became involved in the tutorial program.

A most desirable, though not measurable, outcome of the program was the relationship that developed between the tutors and the students and their parents.

Statewide Diagnostic and Prescriptive Services

Expanding on last year's experience in providing diagnostic and prescriptive services for students in migrant programs, the Migrant Education Service Center again placed high priority on providing this service for the district personnel.

Staff members of the MESC, assisted by contracted consultants, developed a binary scheme providing direct diagnostic and prescriptive processes and special reading instruction for the migrant children enrolled in schools in which there were not sufficient classroom personnel as back-up staff to perform these services. In the larger districts the MESC involved project personnel in training programs in which participants were given instruction in the techniques of administering and interpreting the tests and in prescribing specific activities that would accommodate the needs identified by diagnostic processes. The testing instruments used were the GTA Inter-American General Abilities Test and Engelmann's Basic Concept Inventory. The Inter-American series was administered to determine the student's acquisitions with respect to curriculum areas and at what level he had the capability of functioning in the individual subject areas. The Basic Concept Inventory was administered to elicit more specific information, the interpretation of which determined the activities to be prescribed for the individual student.

The in-service programs also helped migrant education teachers to use traditional classroom materials to devise prescriptions for the students.

Central School District

At the Central School District the emphasis on preschool programs has resulted in a well-coordinated comprehensive program demonstrating how Title I, Migrant Amendment, and Title I funds and resources can be coordinated to provide a heterogeneous group using a multi-media format. The programs employed both large-group and small-group instruction and provided for the educational, social, health, nutritional, and cultural needs of the students.

The program utilized the resources of the Oregon College of Education, Migrant Education Service Center, Teaching Research, and the Polk County Intermediate Education District to bring both quality and quantity of experiences to the students.

The objectives of the program were simply stated.

1. Each child will show a measurable gain in language and word concept development.
2. Each child will show observed and measurable improvement and growth in social skills.
3. Each child will show improvement in development of self concept.
4. Each child will show measurable growth in cognitive skills.
5. Each child will demonstrate examples of creativity through his classroom activities.

The Engelmann Basic Concept Inventory, pretests and post-tests, other testing instruments, teachers' and evaluators' observations indicated that students had made appreciable gains and were prepared to function successfully in a first grade environment.

Merrill School District

In the Merrill School District, without expenditure of Title I Migrant Amendment Funds, the staff developed a tutorial component that complemented the rest of the migrant education program.

Volunteer students attending the junior high school were trained to serve as tutors for the students in grades one through six. These students served in several capacities. Some became buddies of the more withdrawn students from the first through sixth grades. Some provided individual instruction to those students who were having difficulty in functioning in the regular classroom environment. Some served as playground monitors and assisted in clerical tasks. When participating in the instructional programs the tutors were always under the supervision of a certified classroom teacher who planned and outlined the program activities.

The younger students related to the tutors well. Not only did this process help the elementary students accelerate their educational and social development, it also provided a new dimension to the educational process for the junior high students.

Some of the undermotivated and somewhat incorrigible junior high students were encouraged to enroll in the tutorial program. The fact that they were able to make a contribution, assume responsibilities, and discover that the younger students needed them, seemed to increase their own motivation, their interest in school activities, and progress in their own academic work.

PART II

CHILDREN SERVED

CHILDREN SERVED

The Oregon State Plan for Migrant Education for FY 1971 projected an enrollment of 4,845 students. The actual enrollment in projects funded by Title I, Migrant Amendment was 6,099. Of this number, 4,092 were enrolled in the regular school term and 2,007 were enrolled during the summer session. The ADM was 2,971 for the regular school term and 1,163 during summer session. It should be noted that some students may have been enrolled in more than one school during the year.

A breakdown of enrollment and ADM by grade level and services provided follows:

Enrollment and ADM

Grade	Regular Term		Summer School	
	Enrollment	ADM	Enrollment	ADM
Preschool	433	288	615	369
1	512	372	374	219
2	406	293	301	191
3	415	294	216	145
4	445	326	205	107
5	366	268	160	59
6	336	228	134	72
7	300	196		
8	270	229	2	1
9	164	138		
10	228	154		
11	140	123		
12	77	58		
Totals	4,092	2,967	2,007	1,163

Services and Personnel

	<u>Regular</u>	<u>Summer</u>
Bus Miles	139,012	79,967
Health Examinations	458	1,318
Health Referrals	426	239
Dental Examinations	437	1,338
Dental Referrals	279	525
Breakfasts	-0-	29,794
Morning Snacks	39,296	32,246
Hot Lunches	81,134	39,336
Afternoon Snacks	38,204	27,718
 Aides (FTE)		
Target Group	69.5	71
Others	27.5	32
 Volunteers		
Target Group	19	5
Others	28	28
 Certified Teachers (FTE)		
Bilingual	4.5	11
Others	40.5	88

PART III

GRADE PLACEMENT

GRADE PLACEMENT

In many of the Oregon migrant education programs grade placement per se is not a matter of undue concern. With the implementation of diagnostic and prescriptive processes, ungraded classrooms, individual and small-group instruction, and open classroom instruction, a rigid system of grade placement is not necessary.

In the open school or ungraded school program, students functioning at various grade levels are accommodated in a single environment. Through the processes of diagnosis and prescription, individualized and small-group instruction, and the coordination of the activities of the teachers and the teachers' aides the needs of individual students are determined and accommodated. This type of program provides more flexibility in placing students according to social, emotional, and physical maturity rather than by chronological age or history of educational achievement.

Such a system of placement does not stigmatize a student and does give him an opportunity to develop a better self concept as a result of association with other students of similar physical and social maturity.

In the districts where more emphasis was placed on grade placement the following things were considered in determining placement.

1. Interview with student and parents.
2. Previous grade placement and indications of success or function at that level.
3. Information obtained from the data bank.
4. Age and apparent maturity.
5. Testing instruments.
 - a. Informal Reading Inventory - IRI
 - b. Engelmann's Basic Concept Inventory
 - c. Peabody Picture Inventory
 - d. Inter-American Tests
 - e. Dolch Work Test
 - f. Sight Word Test
 - g. Talking Page Phonic Test

PART IV

TEACHER-PUPIL RATIO

TEACHER-PUPIL RATIO

In the regular school term programs the average teacher-student ratio based on ADM in full-day sessions was 21 to 1. In the summer programs it was 12 to 1. However, this ratio was not constant throughout the state because of the variation in types of services provided in the different programs. With this favorable ratio of teachers to students, plus the comprehensive use of approximately two well-qualified aides for each teacher, it was possible to implement programs that provided special individual services for the majority of the migrant students.

It was this favorable ratio that made possible the type of programs described in Chapter I.

Actually, these statistics are not too significant because there were many variables in the individual programs throughout the state. Some programs provided one or two hours of special language arts sessions for selected students. In some programs the learning or skill centers served students from one to three hours each day. Some programs were designed to accommodate migrant children for the whole day. Also, some of the preschools provided full-day programs for a single group while other preschool programs, because of lack of space and personnel, served two separate groups, one in the morning and one in the afternoon.

The basic curriculum changes and supportive services resulting from the low staff-student ratio were:

1. Better home-school liaison.
2. More individual and small-group instruction, including tutorial services.
3. More emphasis on diagnostic and prescriptive services.
4. More flexibility in scheduling.
5. Better staff-student relationships.

In providing needed services for migrant students, one of the most effective kinds of additional personnel provided by Title I Migrant Amendment funds was the home-school consultant. All area programs were required to recruit one or more staff members to provide liaison between school personnel and the target group and community as a whole.

Certification as a teacher was not required and, with few exceptions, all home-school consultants were representative of the target group.

On the following page is a copy of the duties and responsibilities of the home-school consultant. It will provide an outline of the functions of these staff members.

DUTIES AND RESPONSIBILITIES OF THE HOME-SCHOOL CONSULTANT

In establishing the duties and responsibilities of the home-school consultant, it must be emphasized that his role is not to represent the school to the target group student and his parents, but instead, to represent the student and his parents to the school. For this reason it is necessary that the consultant be given considerable freedom to function as he feels will best serve the needs and interests of the students. He must be given the freedom to operate as a free agent in whom the target group can confide, and he must be allowed to treat as privileged information those things related to him by target group students and their parents. He must have the integrity and judgment to exercise this freedom and these privileges in a manner that will not jeopardize the administration of the school.

The consultant must have a knowledge and understanding of the experience, working and living conditions, language, and culture of the migrant society. A determined effort should be made to recruit qualified consultants who have experienced this way of life.

General Assignments

The home-school consultant will:

1. Establish lines of communication and, if possible, rapport with the growers, camp owners and managers, and all people in the area who can provide information concerning the temporary or permanent residence of the target group families.
2. Develop a knowledge and understanding of the school's philosophy, curriculum, activities and supportive services, and an appreciation of to what extent these can be modified to meet the needs of the target group students.
3. Determine what agencies, service organizations, businesses and industries in the community can provide supportive services that will assist the school in meeting the needs of the target group students. He will develop open lines of communication within the triad of the school, community, and target group.
4. Plan and implement in-service programs involving school staff members, assisting them in recognizing and understanding the collective and individual needs of the target group students, and in developing programs and services necessary to accommodate those needs.
5. Counsel with students and parents to identify and recommend solutions for the educational needs of the target group.

Specific Assignments

The home-school consultant will:

1. Through persuasion, rather than compulsion, recruit school-age students for enrollment.
2. Work with students and parents to encourage regular attendance and prevent truancy.
3. Obtain permission to recruit in migrant labor camps.
4. Work with the school administrators and teachers to make the students' first exposure to the school a positive, nonthreatening experience.
5. Keep school administrators and transportation personnel advised of needs for additional transportation services needed to serve the migrant students.
6. Relay to the school administrators the information elicited from the growers, contractors and camp managers concerning projected crop conditions, labor demands, and number of migrant families anticipated for the different seasons of the current year.
7. Provide the school administrators the names of the target group students who should be provided hot lunches without charge.
8. Through a cooperative effort of the school and community resources, assure that the target group students have adequate clothing.
9. Serve as interpreter at parent-teacher conferences when qualified instructional aides or other personnel are not available.
10. In the absence of other designated personnel, attend to such emergencies as taking students to the doctor, dentist, home, etc., after having cleared with the school administrator, nurse, teacher, or other involved staff member.
11. Encourage target group parents to visit school and to participate in school-sponsored activities.
12. Obtain information necessary to complete student personnel record forms.
13. Encourage and assist the school staff members in planning social activities that will involve members of the target group.
14. Assist in in-service training of teacher aides.

15. Train aides who are assigned to him to assist in school-home liaison.
16. Keep well informed of all services available to the target group, such as day care, preschool, adult education, vocational training, health, welfare, etc.
17. Develop a working knowledge of the interpretation and application of school laws.

PART V

INTERRELATIONSHIP WITH
REGULAR TITLE I PROGRAM

INTERRELATIONSHIPS WITH THE REGULAR TITLE I PROGRAM

The Oregon Board of Education Title I and Title I Migrant Amendment staffs encourage the utilization of federal funds to provide coordinated programs. Not only does the joint funding result in better and more comprehensive programs, it also provides greater opportunity for heterogeneous groupings.

The best examples of joint funding are in the preschool programs in the Central, Dayton, Ontario, Nyssa, and other districts. These districts do not provide universal preschool programs, and without the coordination of Title I and Title I Migrant services there would be little opportunity for heterogeneous groupings of preschool students.

The learning and skill centers which are operating in several of the districts would have been limited in scope and effectiveness without joint funding and close coordination of planning and implementation.

State agency staff members encourage district project directors to explore the feasibility of and benefits to be derived from coordinating the two programs.

PART VI

COORDINATION WITH OTHER PROGRAMS

COORDINATION WITH OTHER PROGRAMS

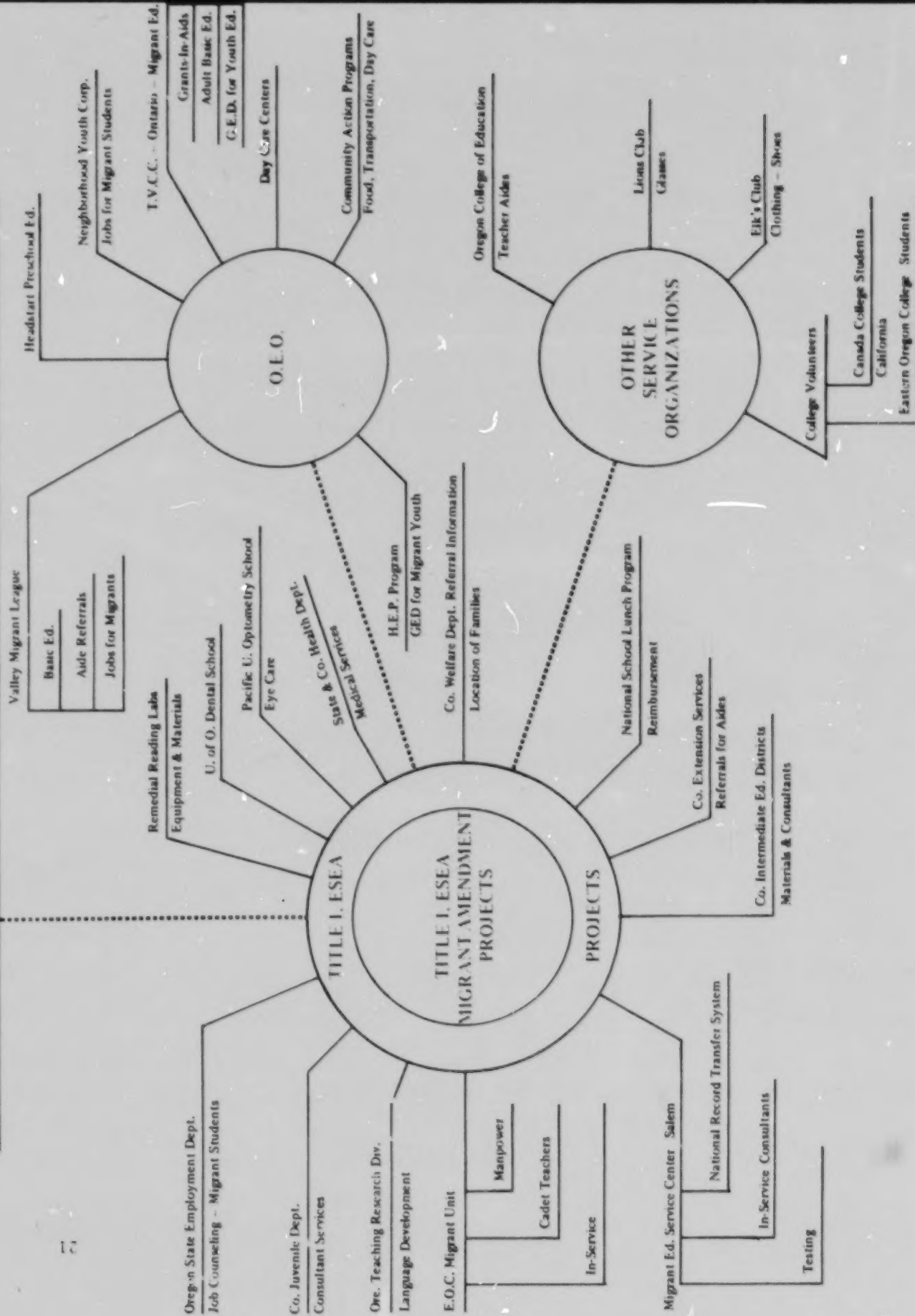
The coordination of Title I Migrant programs with services provided by other agencies and institutions is indicated by the following examples:

1. Coordination of migrant summer programs with Migrant Valley League, CAP, and church- and community-sponsored day care programs to provide extended day care for the migrant students and better nutrition and transportation services for day care students.
2. County and state health departments have given, within their economic and personnel means, health services to the students in migrant education programs.
3. District school boards and the U.S. Department of Agriculture have furnished funds and commodities to provide free food services to migrant children with very limited expenditures of Title I Migrant funds.
4. Fraternal organizations have provided large quantities of clothing.
5. School supply distributors have provided program personnel and in-service consultants.
6. The Human Relations Committee personnel have assisted migrant education staff members in working with the target group members and have provided in-service programs for staff members.
7. Title I - see Section V
8. Coordinated efforts of Title I Migrant staff, the University of Oregon Dental School, and the Oregon State Board of Health provided dental clinics at the project sites to administer dental examinations and remediation for migrant students.

Services Coordination Chart

The chart on the following page provides a graphic illustration of the various agencies and institutions that contribute to the total migrant education program in Oregon. A number of these agencies or institutions cooperate with Title I Migrant programs in all districts. Some are involved in providing services for migrant children in a limited number of districts.

OREGON BOARD OF EDUCATION PROGRAM COORDINATION



Examples of Coordinated Services

North Plains No. 70

For both regular and summer school projects, funds from Title I Migrant, OEO, and health agencies were consolidated so that teachers, aides, supplies and equipment were shared. Specifically, the Community Action Program supplied transportation, food, and equipment; Title I Migrant provided staff; the school district provided facilities; the University of Oregon Dental School provided dental care; and the Tualatin Valley Day Care Program served the children who were below school age. During the summer, college volunteers from Canada College in California assisted the instructional staff and cadet teachers from Eastern Oregon College completed their intern teacher requirements by working in the North Plains migrant program. Also, 20 students from nearby high schools volunteered their services to tutor the migrant students during the late afternoons and evenings.

Dayton No. 8

In this project, Title I equipment, personnel, and materials were again integrated with Title I migrant efforts. There was considerable exchange of equipment and supplies. Not only were state and county health and dental services used, but also the county welfare department informed school authorities as to which families qualified for free lunches. The Valley Migrant League informed schools about new families that had moved into the area and provided adult basic education classes, legal advice, job placement information, and emergency assistance for migrant parents. The county intermediate education district supplied transportation for the preschool children as well as consultant and supplementary materials.

The Migrant Education Service Center supplied consultant services, loaned instructional equipment, and administered testing programs for the migrant education projects. The Neighborhood Youth Corp provided employment opportunities for migrant youth. The National School Lunch Program reimbursed the district for Type "A" meals that were served to the students.

Central No. 13J

The migrant program for Central School District 13J was combined and operated with the regular Title I program to produce an effective compensatory education program. More than 250 children, ages five through nine, were included in the preschool, elementary, junior and senior high school programs. The project was designed to provide a wide range of education and supportive services and intensive remedial services.

The Master of Arts in Teaching students of Eastern Oregon College with specialties in migrant education completed field work projects and work study experiences here. Dental students from the University of Oregon Dental School provided dental services, including fluoride treatment, brushing instructions, and slide presentations to parents on proper dental care. In addition to the regular medical services, examinations, and immunizations, the State Health Department presented information about nutrition and diets during a parents' club meeting.

North Santiam No. 126

At the North Santiam School in south Marion County the Title I Migrant Education Program and the Valley Migrant League Day Care Program coordinated staff and services to develop a complete summer program for the migrant students.

Fiestas

In several of the districts summer programs Title I Migrant Education staff members, target group parents, and institutions and individuals in the community worked together to arrange a fiesta for all the people in the community. For instance, in Dayton the school furnished turkey and watermelons, the Mexican-Americans brought all types of Mexican dishes, and the community businesses provided the refreshments for a day-long program of activities.

Colleges

Area coordinators and the home-school consultants worked closely with community colleges and institutions of higher education to design classes that were applicable and relevant to those students training to be teachers and aides in the Migrant Education Program. They also worked with these institutions to recruit and enroll target group youth in college programs.

Malheur County Program

To indicate the total extent of coordination of one program we will include the activities of the Malheur area project.

The Title I ESEA Program was closely coordinated with the migrant project. The Title I program furnished:

1. A preschool teacher.
2. A preschool teacher aide.
3. Preschool transportation and bus driver.

4. Additional elementary teacher aides and special materials and audiovisual aids.
5. A junior high school resource teacher aide and special materials and audiovisual aids.
6. A senior high school teacher aide and special materials and audiovisual aids.
7. A skill center facility at Ontario High School.

The Treasure Valley Migrant Education Program, funded through the Office of Economic Opportunity, provided:

1. Adult basic education classes for parents of the target children.
2. Grant-in-aid scholarships to target group high school graduates.
3. GED classes and testing for young adults.
4. Assistance in locating housing and recruitment of preschool, elementary, and secondary target children.
5. Family information data to the home-school consultant.
6. The preschool nap cots and other additional furniture.

Treasure Valley Community College cooperation made possible Phase III of the vocational program. Through a contract with the college, all facilities, materials, special equipment, and personnel were provided.

The Malheur County Health Department Migrant Health Division (funded through HEW) closely coordinated its services with the other health services provided in Ontario and Nyssa programs. Health examinations, medical assistance, and nursing care follow-ups were given to the migrant children and their parents. Because of this assistance, Ontario and Nyssa program health services were able to concentrate on immediate eye, health, and dental problems.

The Department of Welfare (funded by HEW) provided referral services, additional emergency health services, and abundant foods for children and parents who were welfare recipients. The Title I Migrant Amendment home-school consultant worked closely with the Department of Welfare as an interpreter and aided in locating and referring extremely deprived migrant families for emergency assistance.

The Department of Employment (funded by the Department of Labor) provided assistance in recruiting for special fall tutoring classes. It also assisted the program's home-school consultant by supplying pertinent information regarding labor demands which directly influenced the number of migrants in the area at specific times. This helped make the location and recruitment of children more effective. This agency also disseminated program information to migrants and had adult retraining and replacement programs that in general aided in the stabilizing of migrant families.

The County Court and Juvenile Department, supported by county and state taxes, was assisted by the Title I Migrant Amendment home-school consultant. By performing this service for the County Court and Juvenile Department, the home-school consultant had an opportunity to assist many migrants, both parents and children, and gave the court and juvenile authorities an insight into the misconceptions concerning migrants, an understanding that is very important in the administration of their duties.

PART VII**IN-SERVICE TRAINING**

IN-SERVICE TRAINING

The in-service programs for the Title I Migrant Amendment project for fiscal year 1971 covered many areas, but the primary emphasis was on preprogram orientation of administrators, teachers, aides; home-school consultants, diagnostic and prescriptive processes; multi-cultural programs and ethnic differences; implementation of the record of transfer system; preschool methods and strategies; and methods and techniques in reading.

In order to accommodate the specific needs of individual district personnel and the common needs of statewide migrant education staff members, in-service programs were conducted at the district, area, regional, and state levels. There was also much interdistrict exchange of personnel and visiting. In-service training was the basic consideration.

During the year the MESC staff, assisted by consultants from the Human Relations Commission, Valley Migrant League, and individual members of minority groups, conducted regional in-service programs in intercultural awareness, ethnic and cultural differences and sensitivity sessions. The content of the sessions was directed toward school administrators, project directors, and teachers.

During the year, statewide, regional, and area in-service programs were administered to provide for all preschool personnel employed in migrant education projects and for district-paid personnel working with disadvantaged children. Much of the in-service training was conducted by the teachers themselves. The format for many meetings was open discussion and brainstorming in which all teachers participated by discussing successful experiences and the problems and weaknesses they observed in their own programs. Miss Kay Birge, preschool and primary consultant for the Migrant Education Service Center, usually took the leadership role in these meetings.

During the year the preschool group formed a permanent organization which will continue to function in future years and will accept as members preschool and primary teachers who are assigned to the regular school programs.

In-service in the area of diagnosis, prescription, and teaching reading skills and techniques was strongly emphasized throughout the year. The MESC staff and consultants from Teaching Research and the Boise Junior College provided in-service in these areas at the district and state levels. The emphasis was not on any one concept of reading instruction. The concepts and techniques of several methods used in the nation's schools were explained and demonstrated.

In-service sessions for implementing the record transfer system were held in every county in Oregon where migrant students had been identified. Superintendents, principals, teachers, and secretaries were instructed in completing, processing, and interpreting the record transfer forms. The major concern during the regular school year was to inform administrators of the function and objectives of the system and to give all building secretaries workshop experience in completing the forms and in working with the terminal operators.

In-service provided by the MESC staff for all participating districts prepared project personnel to administer and process the Inter-American tests that were administered statewide on a pretest, post-test basis. Staff members learned to prepare, schedule, administer, process, and interpret the tests. As a result, approximately 3,500 students were tested throughout the state. Results and effectiveness of the statewide testing program will be included in Part XI of this report.

Migrant Education Service Center

The in-service segment of the Migrant Education Service Center provides many different services to meet the individual needs of aides, teachers, administrators, and other personnel. The center was instrumental in conducting, coordinating, and consulting in-service programs in the following areas:

- Aide Training
- Diagnosis and Prescription Process
- Individualizing Instruction
- Record Transfer System
- Cultural and Sub-Cultural Differences
- Preschool Teaching
- Reading Skills

The means to achieve in-service programs included statewide conferences, college credit evening classes, and organized staff meetings during the school year and summer sessions. A very large portion of the program was conducted after school and on Saturdays, which indicates the dedication of the teachers to migrant children.

College credit for working on problems related to migrant education was a means of serving teachers in some districts. The Migrant Education Service Center cooperated with local education agencies to develop these classes. The major thrust was individualizing instruction through the use of equipment and programmed materials and diagnostic and prescriptive processes.

The language arts area includes a wide range of presentations that include: Peabody Kit demonstrations, finger plays in primary language development, flannel board stories in oral language development,

English as a Second Language, Distar Programs, reading methods, creative writing, and experience stories in language development.

The individualizing of instruction called for almost as many meetings as language arts. In reality, to effectively teach language arts, instruction must be individualized and there is a carry-over from one area of instruction to the other. This section really combines topics such as:

- (1) Use of Equipment to Individualize Instruction
- (2) Effective Use of Teacher Aides
- (3) The Skills Center
- (4) Discovery Method in Social Studies
- (5) Diagnosis and Prescription
- (6) Scheduling
- (7) Individualized Science and Math Techniques
- (8) The Individualized Approach
- (9) Learning Packages in Instruction
- (10) Migrapacs in Summer School

In-service sessions for training district personnel to implement the computerized record transfer system were held in every county in Oregon where migrant students had been identified. Superintendents, principals, teachers, and secretaries were instructed in processing the revised Migrant Record Transfer forms. The major concern during the regular school year was to inform administrators of the functions and requirements of the system and to provide for all building secretaries workshop demonstrations in completing the form and in working with the terminal operators.

The testing program required meetings with each school and area that cooperated. The presentations demonstrated the administering of tests, the objectives, and the use of evaluation sheets developed by the MESC.

In addition to the services provided by the MESC, the individual districts provided preservice and in-service programs for both the teachers and the teacher aides. The preservice programs were concerned with program planning and identifying and establishing concomitant roles of teachers and aides. The in-services were primarily focused on program evaluation and modification.

During the year a total of 52 area or statewide in-services were conducted accommodating 868 participants who attended. The total participant hours was 5,762.

For detailed report on in-service programs see Part XX, pages 77 through 90 .

PART VIII**NONPUBLIC SCHOOL PARTICIPATION**

NONPUBLIC SCHOOL PARTICIPATION

The incidence of migrant students enrolled in the nonpublic schools in Oregon is negligible (insignificant in number but significant to the individual child). There were a limited number of nonpublic school children who were involved in the Title I Migrant Programs on a shared-time basis. There were no instances where services provided by Title I, ESEA Migrant Amendment Funds were administered at nonpublic schools.

Project directors are required to consult with the administrators of the nonpublic schools in their areas to inform them about the Title I Migrant Education Programs and how nonpublic schools' migrant children can benefit from programs funded by the Title I Migrant Amendment.

PART IX**DISSEMINATION**

DISSEMINATION

One of the first considerations of the Oregon Migrant Education Program staff is interdistrict communication to assure that the staff members of each local program are made aware of the successes and failures of the other migrant education programs in the state. Also, continuous research and surveys are underway to identify new methods and materials proved successful in migrant programs in other states. Results of this effort are made available to all districts in the state.

To disseminate this information to project staff members throughout the state Oregon Board of Education and MESC staff members produce and distribute publications, memos, monthly newsletters, and method guides to all project personnel within the state.

The personnel exchange component of the program has proven to be more effective than the printed materials in keeping project personnel advised of the innovative and exemplary programs in the state. By person-to-person dialogue, program observation, and in-service workshops, the personnel of many district projects were provided opportunities to observe or participate in other district programs in which they were interested. Teachers who developed exemplary materials or techniques applicable to educational programs for migrant children were provided released time from their assignments to visit other projects and attend workshops and conferences to serve as consultants to migrant education staff members. In several instances, the entire staff from one project would spend one or two days observing and learning about other programs.

On several occasions Oregon Board of Education and project publications and other printed materials were distributed at conferences and workshop sessions and their contents were explained and demonstrated.

During the year the MESC staff and migrant education preschool teachers prepared a preschool curriculum guide. This will be made available to all districts and to migrant education personnel in other states.

PART X**COMMUNITY INVOLVEMENT**

COMMUNITY INVOLVEMENT

A statement included in the evaluation report from one of the participating districts indicates quite well the problems of community involvement that apply to all districts.

"Persuading members of the community to contribute services to school educational activities was difficult and frustrating. Except for attendance at open houses, assisting on field trips, supplying and disseminating information, furnishing work experience slots, and participating on the advisory committees, direct involvement in the program's educational activity was poor. Getting target group community members involved in school activities is gradually improving; however, this component of the program has a long way to go to be relatively effective.

The overall reaction of parents to the program has been affirmative. The progress target students have been making at all levels is attributed to the fact that the special assistance received through the migrant program is effective and successful. The general success of this program is helping to influence administrators and interested community members to take a closer look at the school curriculum and its relevancy. Parents of children have advised school administrators of the improvement they have noticed in their children's academic endeavor."

The Oregon State Plan requires that the migrant programs become an integral part of the total school program in that the project personnel endeavor to involve all segments of the community in the various activities of these programs. Business and professional people in the community are used as resource personnel. The other institutions and agencies in the community are encouraged to participate in a coordinated effort to provide the services necessary to meet the needs of the migrant students.

During the year, volunteer workers assisted staff members in providing services for migrant students. With few exceptions, these volunteers were from the target group population.

The volunteers were involved in most facets of the program. They served as classroom aides under the supervision of certificated teachers, assisted in the hot lunch programs, helped the school coordinator in recruiting students and communicating with students' parents, supervised playground activities, and did some clerical work.

The parents were involved in all phases of the planning. For each project an advisory committee was appointed to assist staff personnel in the preprogram planning. Each advisory committee included members who represented the target group. Target group volunteers and aides participated in the ongoing program evaluation and modification.

Parents of the students and other community members were invited to take part in field trips and to participate in various school activities including open houses, birthday parties, both American and Mexican holiday parties, and fiestas. A good example of total community commitment occurred in the district of Merrill. The people of the community organized a spaghetti dinner and carnival at which \$1,500 was raised to buy additional equipment for the migrant program.

The best attended and most successful efforts to get the total community involved in school activities were the fiestas that were held in most all districts. Members from all segments of such communities became involved in the planning, preparation, and supervision of the fiestas. Fiesta days included food, music, games, skits, exhibitions, etc.

PART XI

PROGRAM EFFECTIVENESS

PROGRAM EFFECTIVENESS

During FY 1971 a statewide testing program was administered by the staff of the Migrant Education Service Center. To establish baseline data, at the beginning of the school year, the Inter-American General Abilities Tests were administered to 3,614 migrant students. During the last month of school a different form of the same test was administered to 2,421 migrant students.

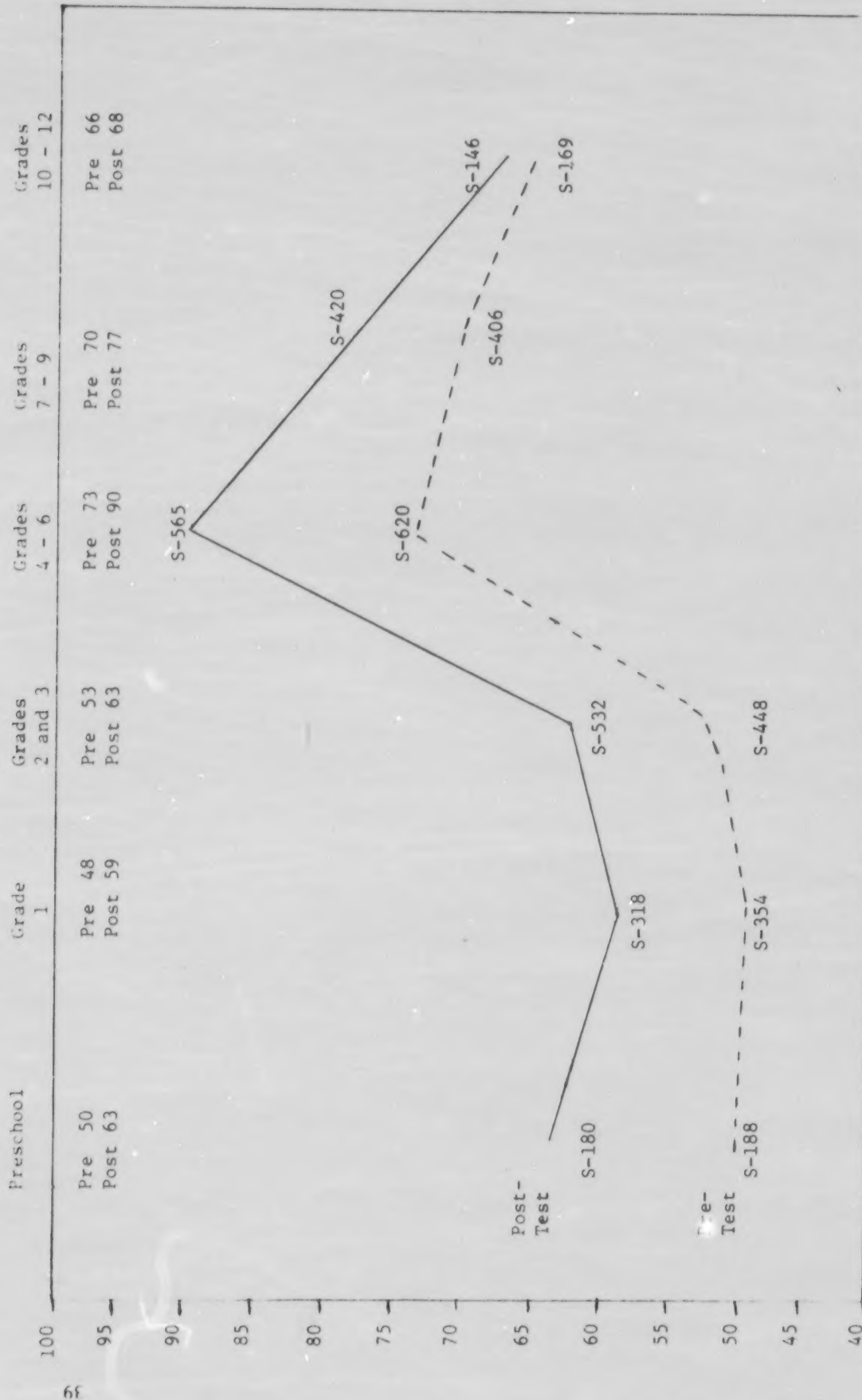
The tests were administered to: (1) determine the areas of weakness of the individual students and (2) to provide data for evaluation of the migrant education program. After the tests were administered, the MESC compiled the data and provided the teachers in each project a summary sheet for each student indicating the areas of the test in which the students showed strength or weakness.

It would be comforting to report that the testing program was successful in providing both diagnostic and evaluative data. We must, however, state that the quantity of data provided by this gross approach to testing was much more impressive than the quality of the data.

In the planning it was anticipated that some project administrators and their staff members would be opposed to the plan. For the most part this opposition was dissipated by in-service sessions and by having the MESC staff provide most of the manpower for the activity.

What was not anticipated was the opposition raised by the students. Somewhere in the implementation the communications processes were not adequately developed and some target group students interpreted the testing activity as a means to classify the individual migrant students as well as the total migrant population. They felt that the test results would be used to compare the total migrant group with their resident peers. In two districts in which this attitude prevailed, the results of the tests that were considered valid were used for diagnosing student needs, but none of the tests were used to evaluate program effectiveness, for to endeavor to evaluate a program on the basis of subjective selection of valid tests representing only a part of the universe would be a meaningless process.

On the following page is a projection of the results by grade levels. A comparison of the post-test scores with the pretest scores indicate that the effectiveness of the programs was quite consistent from the preschool through the sixth grade, but that from grade seven through twelve there was a considerable depreciation of program effectiveness.



Pre-Test and Post-Test Scores
 Statewide Testing Program
 Inter-American, General Abilities
 Regular Term FY 1971

Individual Project Test Reports

In addition to the statewide effort to administer pretests and post-tests to assist in determining the effectiveness of the migrant programs, the individual districts submitted statistics that they had drawn from regular school testing activities.

Malheur Area

Evaluation of reading growth for grades seven through twelve was administered on a random sampling of the students attending the skills center. Tests administered were S.R.A. Reading Placement (junior), levels 7-8-9, and Classroom Reading Inventory (Silvaroli), levels 10-11-12.

Date		Number of Students	Group	Average Scores	Average Increase
10/70	Pre-	25	7th gr.	3.5	
5/71	Post-	25		4.5	1 yr.
10/70	Pre-	21	8th gr.	3.8	
5/71	Post-	21		5.0	1 yr. 2 mo.
10/70	Pre-	15	9th gr.	4.0	
5/71	Post-	15		4.9	9 mo.
11/70	Pre-	18	10th gr.	5.6	
5/71	Post-	15		7.0	2 yrs. 4 mo.
11/70	Pre-	7	11th gr.	6.2	
5/71	Post-	5		7.2	1 yr.
11/70	Pre-	8	12th gr.	5.8	
5/71	Post-	7		6.9	1 yr. 1 mo.

Polk County Area

The following data was included in the Polk County evaluation report:

Name of Pretest: Basic Concept Inventory Date: October 1970

Name of Post-test: Basic Concept Inventory Date: May 1971

Student's Name Migrant List	Grade	Pretest Score	Post-test Score	Gain-Loss
Alvarado, Ricky	K	16	9	+ 7
Alvarez, Lucy	K	40	42	- 2
Amaya, Danny	K	37	25	+12
Coronado, Oralia	K	70	57	+13
Dalgado, Nancy	K	31	27	+ 4
Garcia, Doralinda	K	27	24	+ 3
Garcia, Hilda	K	68	42	+26
Garcia, Hugo	K	87	61	+26
Gonzales, Maricela	K	44	33	+11
Hernandez, Ralph	K	20	17	+ 3
Jolley, Virginia	K	26	18	+ 8
Leos, Ramiro	K	43	24	+19
Leos, Sarah	K	85	60	+25
Martinez, Roel	K	90	37	+53
Nicholson, Allen	K	54	31	+23
Nunez, Celia (Sally)	K	42	15	+27
O'Day, Judy	K	32	25	+ 7
Ojeda, Danny	K	44	23	+21
Price, Willy	K	40	22	+18
Reyna, Yvonne	K	55	29	+26
Rounds, Timothy	K	55	41	+14
Trevino, Ramiro	K	52	29	+23
Villa, Elsa	K	25	17	+ 8
Woodard, Randy	K	43	18	+25
Zamarripa, Jesse	K	26	13	+13

Polk County (Cont.)

Name of Pretest: Metropolitan Readiness Date: September

Name of Post-test: Gates MacGinnitie Date: May

Child's Name	Grade	Student Potential			Pretest (Grade Equivalent)	Post-Test (Grade Equivalent)	Gain + Loss -
		L	LA	A	HA	H	
Diane Caudillo	1			A			1.6
Gregory Caudillo				LA			1.5
Alicia Duran				LA			1.4
Gracie Duran				A			1.6
Juanita Leos				A			1.5
Della Villanueva				LA			1.6
Roberto Villanueva				L			.7
B-2							
Edna Lara	2			A			2.2
Martin Ofeda	2			A			1.7
Rudy Pena	2			LA			1.9
Gates MacGinnitie B-1							
Dora Alvarez	3			LA			2.8
Norman Delgado				L			2.0
L. J. Grey				LA			2.6
Rosa Villanueva				LA			2.2
Lydia Zamarippa				A			2.3
Billy Gray	4			L			1.9
Arturo Cortez	6			LA			6.3
							+1.6
							+1.7
							+ .9
							+1.4
							+ .6
							+ .9
							- .1
							+ .9
							+ .5
							+ .9

Polk County (Cont.)

Child's Name	Grade	Student Potential				Pretest (Grade Equivalent)	Post-Test Equivalent)	Gain + Loss -
		L	LA	A	HA			
Alex Coronado	7			A		4.9	7.1	+2.2
Jake Aissie	7			L		3.0	3.1	+ .1
Eloina Cedillo	7			A		4.8	8.1	+3.3
Hector Lara	7			A		4.5	6.5	+2.0
Ricky Rangel	7			A		6.5	8.8	+2.3
Dalia Zapata	7			HA		6.1	4.8	-1.3
Jerry Cude	7			A		2.9	7.6	+4.7
Jose Gorla	8			A		8.8	11.6	+2.8
Adrian Jake	8			LA		4.0	5.6	+1.6
Estavan Leos	8			A		2.8	5.8	+3.0
Atilano Davalos	8			LA		2.7	2.3	- .4
Herman Cazares	9			A		3.4	4.0	+ .6
Gates MacGinnitie D-1								
Gates MacGinnitie D-2								

Polk County (Cont.)

Name of Pretest: Gates MacGinnitie Form: E Date: October

Name of Post-test: Gates MacGinnitie Form: E Date: May

Child's Name	Grade	Student Potential				Pretest (Grade Equivalent)	Post-Test: (Grade Equivalent)	Gain + Loss -
		L	LA	A	HA			
Juan Amaya	10			A		4.1	8.2	+4.1
Rene Cedillo	10			A		7.7	9.2	+1.5
Norma Cortez	10			A		6.3	7.4	+1.1
Delia Davalos	10			A		4.1	7.2	+3.1
Paul Hernandez	10			A		7.7	8.5	+ .8
Frank Ojeda	10			HA		8.5	9.6	+1.1
Joe Perez	10			A		7.2	8.8	+1.6
Oscar Trevino	10			L		4.5	5.0	+ .5
Esperanza Villanueva	10			LA		3.9	6.9	+3.0
Juan Reyna	11			A		7.4	8.5	+1.1
Meliton Villanueva	11			L		3.0	3.3	+ .3
Pete Rangel	12			A		11.0	11.0	+ 0

Preschool Programs

The purpose of the preschool in-service program was to provide the migrant preschool teachers with a statewide plan by which the teachers could assess children's academic ability in areas deemed necessary for first grade survival. Included was the desire to improve the vocabulary of the preschool migrant children and to develop programs for improving the language development of these children in Standard English. To meet these goals, a series of monthly meetings were conducted in which the teachers worked as a group to develop the types of materials that were necessary to meet the stated goals. Included as a part of these meetings were presentations and discussion describing ways of implementing the findings of these evaluative devices. Of special concern was the concept of grouping for instructional purposes on the basis of individual differences identified in the children. This was stressed in the area of language development and academic instruction.

As a result of the in-service program a Preschool Academic Checklist and a Preschool Vocabulary Checklist were developed. The Basic Concept Inventory was used as a pre- post-test to measure the effectiveness of the language development programs in the preschool centers. Results of this testing indicated that the children, as a group, made significant gains in language development as measured by the Basic Concept Inventory.

Table I provides the pre- post-test mean data for all of the preschool centers on the Basic Concept Inventory. T-tests of significance were computed for each set of scores by centers and all were significant at the .01 level. All centers showed a significant decrease in scores from pre- post-test. It should be noted that on the Basic Concept Inventory, the lower the score the greater the child's language ability in Standard English. Thus, it can be interpreted from this data that all of the centers were effective in increasing the group's language development in Standard English as measured by the Basic Concept Inventory.

TABLE I

Test Results on Basic Concept Inventory

Center	<u>Total Average Score</u>				
	Pre	Post	D	t	p
Brooks (N=10)	37.80	26.50	11.30	3.38	<.01
Dayton (N=29)	57.79	32.55	25.24	9.31	<.01
Independence (N=32)	46.34	30.81	15.53	7.85	<.01
North Marion (N=11)	62.46	45.64	16.82	3.62	<.01
Nyssa (N=21)	54.38	35.01	19.37	5.44	<.01
Ontario (N=21)	48.81	34.81	14.00	3.57	<.01
St. Paul (N=24)	32.00	24.92	7.08	4.53	<.01
Woodburn (N=28)	53.36	39.46	13.90	6.63	<.01

PART XII**SPECIAL AREAS**

SPECIAL AREAS

Malheur County

The two areas in which the most emphasis was placed on vocational education and job opportunity programs were the Malheur County area and the North Marion County area.

In the Ontario School in the Malheur County area job opportunity and vocational programs supplemented the academic component of the total program. In the selected skills program conducted by the Ontario school, in cooperation with the Treasure Valley Community College, 14 migrant secondary students were enrolled. The goal was to give these students the opportunity to continue training in a vocational area or areas of their choice.

One boy selected auto parts and sales, receiving nine quarter hours credit. He is planning to continue his studies at Treasure Valley Community College. Thirteen boys selected a more general course of study involving construction and small engine repairs.

The small engine repairs course involved practical experience in the shop areas, disassembling and reconditioning or replacing engine parts and reassembling engines. Also, much time was allotted to working with transmissions and electrical systems. The students were enthusiastic and learned to appreciate the necessity for developing a capability in reading and mathematics in order to effectively participate in vocational programs.

Another component of the vocational training was the building and construction trades unit. This unit was taught primarily on a project basis whereby students constructed simple buildings under actual working conditions. This applied experience was correlated with classroom work where specific details such as concrete work, masonry, construction, framing, roofing, siding, and finish work were studied in deeper and more diversified detail. The students were also introduced to home financing, zoning laws, and the interpretation of building codes.

They were also exposed to a course in farm, home, and outbuilding wiring and conventional plumbing. Appropriate field trips were taken from time to time in conjunction with the laboratory work.

Many types of visual aides were used with primary stress given to safety and safety procedures throughout the course of instruction. Only one reportable accident occurred during the entire school year.

A number of the boys expressed an interest in following the building trades as a vocation. One student, this year's graduate, has already obtained employment in this area.

Marion County

In Marion County, midway through the fall semester, contact was made with the Dean of Faculty at the Chemeketa Community College. It was his suggestion, due to time elapsed since the beginning of the academic year, that any program at the college be set up for the second semester of high school which would include the college's winter and spring quarters. A college director for the proposed class was appointed.

It was determined that one difficulty in enrolling students in specialized programs at that time would be the lack of preliminary sequential courses. Additional difficulties would include the students' lack of experience with college programs and their lack of occupational awareness.

With these difficulties in mind, a review of the school program and student capabilities was needed.

1. Somewhat arbitrary and long-range goals were stated. One of the basic objectives was that the student should have a marketable skill upon graduation or be involved in a comprehensive endeavor that would develop these skills.
2. Students were not expected to make vocational choices, because they had not had exposure to exploratory programs. To use project funds effectively and to make the program meaningful, it would be necessary to fill this void for upper-class students. Therefore, as a stopgap measure, a survey class was started and it was presumed that when a student completed it he would be able to identify the area in which he wished to focus his attention and academic energies.

The structure and explanation of the survey class was as follows:

1. Because of scheduling problems at the high school level, it would be best to operate the class on a semester basis.
2. The most convenient hours for upper-class high school students to participate would be in the afternoon. Most facilities at the college would be available after 3 p.m., indicating that the most feasible time to conduct the class would be after 3 p.m.

Arrangements were made with the students, parents, and principal to release students from their last classes each day in order for them to take part in the college classes. The class was offered on Tuesday and Thursday. It was generally felt that if hand-on experience was desirable, a two-hour block of time would be the most effective.

3. Students would receive one-half high school credit for time spent at the college, as this would be equal to the time spent in a regular class at the high school. The students would also receive college credit computed on the number of hours spent in instruction.
4. The instruction of the class would be of a hands-on nature. Classroom theory would be kept to an absolute minimum in hopes that more interest would be created.
5. The class itself would involve two different areas of study pursued simultaneously. Students would have a choice between the two.
6. The selection of the first two programs was very arbitrary. However, every three weeks the students would meet in a large group to decide which two areas would be offered the following term. This type of program flexibility would allow the students to survey as many as five different areas or as few as one or two depending on the group decision. It was the objective of the college to offer each program twice to accommodate the options and schedules of the students.
7. The students' last week or two at the college would be spent producing and directing a video tape for promotion and publicity purposes.

In May the high school director again met with the college director to plan the vocational education program for the following year. Tentative plans included:

1. Giving first priority for enrollment in the 1972 program to those students who took part in the spring 1971 survey class.
2. Involving a new group of students in a survey class. The survey course will probably undergo some revision depending on student evaluations and scheduled programs at the college level. The survey course will only be offered for one semester.
3. Including more of the federal project schools in the area and providing more equitable transportation services.

Following participation in the program, each student filled out an evaluation form. It should be noted that the evaluation questions were taken directly from the specific objectives stated in the plan.

The evaluation results revealed that:

1. The students generally felt that even if they hadn't voted for any of the areas surveyed, a study of these areas provided a basis for forming concepts of their chosen fields. The target group expressed an appreciation of the diversification of areas in which they were involved, especially the exposure to the vocations in which they had absolutely no experience. For some it was a demonstration of the necessity of benefiting as much as possible from the academic segments of their high school education.
2. A majority of students expressed a sincere desire to have more occupational information available during class time. It was their observation that in order for one to be deeply involved in any of the areas, he needed to be interested in many accompanying facets. The most repeated comment was that after participating in the survey the student had some understanding of how to select a vocation.
3. The group was unanimous in stating that even if a student disliked all areas included in the survey, the experience was positive, for it gave each student a better insight into the activities and requirements of the vocations surveyed.
4. The students indicated that during some classes the instructors were inadequately prepared. In some instances this could be attributed to the college staff having to feel its way through the program for the first time. There were other times when it was apparent the lack of planning and organization was inexcusable. Most of the students felt that they should be allowed to work in depth in the vocations that interested them. Two students felt that they arrived home much too late in the evening; the rest felt that arriving home at 5:30 p.m. was fair trade for being allowed to participate in the program. The group unanimously stated that the class provided an insight into the entire process of choosing a vocation and taking course work to that end. They also expressed their appreciation for having an opportunity to participate in the college curriculum.
5. The students' reports indicated that the individualistic approach by the instructors and their aides made the entire experience both interesting and beneficial. The students agreed that having classes on successive days rather than alternate days was much more effective. Most all the group agreed that they needed to explore each of the areas further. Some stated that a great deal

more time was needed at the college, regardless of the amount of credit given, and that more occupational information should be made available to students involved in the survey.

6. Even though there were times when the entire pilot project seemed formless and experienced rough spots, most of the objectives were fulfilled. In addition, the project activities improved school attendance. Prior to the beginning of the survey class the target group attendance was irregular. Throughout the project period not only did truance cease on Tuesdays and Thursdays but also during the other three days of the week when the students were involved in their regular school classes. Another improvement came in the students' attitudes. More than one staff member commented on this and on the appreciable improvement in academic performance. Whether or not these positive reactions are a direct result of the survey class involvement alone is, of course, subject to question.

PART XIII

CONSTRUCTION - EQUIPMENT

CONSTRUCTION AND EQUIPMENT

During the FY 1971 no funds were allocated to project districts for construction. Equipment purchased was less than 5 percent of the total allocation and was authorized on the basis of what the equipment could contribute to better implementation of the programs and the achievement of program objectives. With a few exceptions, the purchase of equipment was restricted to those items that would strengthen the language arts program.

PART XIV

SUPPORTIVE SERVICES

SUPPORTIVE SERVICES

All programs provided nutritional services for the children. For the most part these were funded by the Hot Lunch Program and by the Department of Agriculture Regional Office in San Francisco. The state policy is that no migrant child shall be denied a hot lunch, breakfast, or snack because he is unable to pay.

The migrant education staff, the county and state health departments, and the University of Oregon Dental School all cooperated in providing dental and health services for the migrant students. Although many students who needed care received only limited service, most of the severe needs were attended.

Other than the implementation of the student record transfer system, teacher exchange, and open communications with other states in the western stream, the interstate planning and supportive services was limited. The staff members of the MESC participated in several of the California sponsored conferences. Some members attended conferences in the state of Washington endeavoring to identify the areas in which different states could coordinate their efforts to provide better continuity in the education programs of the migrant students. In several instances Oregon coordinated in-service programs with Idaho and Washington on the development of the student record transfer system and training personnel to accommodate the changeover from manual to computerized data processing.

In order for this component to be more effective, additional staff would be required. Planning and implementation of the State Plan and the district project planning, consulting, monitoring, and evaluation are very demanding on the time of the limited staff assigned to Title I, ESEA, Migrant Amendment.

PART XV

PROGRAM INTEGRATION

PROGRAM INTEGRATION

Oregon State Plan provides that the regular school term migrant education programs be planned and implemented as part of the total school program. The migrant students for whom the programs are designed are involved in all the school activities and, with the exception of the time some spend in selective small-group or individual instruction, they are involved in completely integrated classroom and associated activities.

In the districts in which there are no district-sponsored preschool programs an effort is made to comply with the somewhat incompatible requirements of the Title I, ESEA Migrant Amendment guidelines and still attend the obvious need for integrated programs. By coordinating Title I and Title I, Migrant programs, or by including a limited number of resident children on the basis of space available, a degree of integration is achieved.

Some of the districts in which there is a high concentration of migrants provide no summer school services as a part of the school district program. In these areas fully integrated migrant summer school programs are not possible. What limited integration is incorporated in these programs is on the basis of coordinating Title I and Title I Migrant programs or enrolling resident children on the basis of space available.

The need for integration in school programs is paramount. However, in some instances good programs, designed to provide the necessary services for those with individual identifiable needs, require special individualized and small-group instruction. This means short periods of segregation from regular classroom activities. Oregon Migrant Education programs are planned and administered to avoid the weaknesses of either extreme.

PART XVI

STAFF UTILIZATION

STAFF UTILIZATION

Staff members participating in the Oregon Migrant Education Program include certificated professionals, paraprofessionals, and volunteers. All professionals were required to meet the standards of certification required by the state. The paraprofessionals were required to meet the requirements of the state guidelines for teacher aides.

Professional staff members served not only as instructors but as team leaders assuming a leadership role in working with paraprofessionals and volunteers to plan and implement program activities.

Aides were involved in classroom activities, assisting students with their tasks under the supervision of a professional teacher. In some programs aides served as interpreters for the Spanish-speaking students and parents.

Both volunteers and aides assisted in playground activities, hot lunch, breakfast, and snack programs. Some assisted the home-school coordinators in recruiting students and in involving the parents in school activities.

The classroom teacher, assisted by the resource personnel and the MESC staff members, diagnosed the needs and prescribed programs for individual students. Under the supervision of the teacher, aides assisted students with prescribed activities and with self-evaluations which were later discussed in student-aide-teacher conferences.

Oregon Board of Education staff members and area coordinators are presently working with three community colleges and two institutions of higher education to provide career ladder programs for migrant education teacher aides. These programs give the aides an opportunity to receive training on the college campuses or in classes conducted in local districts. The training would benefit the aide in two ways. For work completed, they would receive credit toward a college degree, and as a more immediate reward, aide assignments and salary schedules would give recognition to the amount of training and experience acquired.

In conclusion, recognition should be given to the important role the paraprofessional plays in the Oregon Migrant Education Program. Their contribution has been considerable and is becoming increasingly important. There is also evidence that the aides themselves are benefitted materially by the experience. Not only do they benefit from an economic standpoint, but also from the standpoint of educational growth and improved self concept.

PART XVII

NEW PROGRAMS

NEW PROGRAMS

In Sections I and XII of this report the new or modified programs that were developed in the FY 1971 Migrant Education program were reported.

The statewide testing program as described in Section XI was initiated last year, but will be discontinued in 1972 because it did not prove to be a satisfactory way of determining program accountability, nor did it provide timely or adequate information for diagnosing individual student needs.

For the most part, the FY 1971 programs were a continuation of the FY 1970 programs, modified in light of the 1970 project evaluations. In some districts the projects were designed to include concepts and activities which were successful in the administration of projections in other districts. Throughout the state more emphasis was placed on diagnostic and prescriptive processes.

The MESAC staff provided in-service programs to project staff members; emphasis was on preschool, primary, and diagnostic and prescriptive processes. The basic objectives of all projects were to develop skills in language arts and to build positive self concepts. Even the vocational training and other components of the project had as primary objectives development in these two areas.

PART XVIII

PROGRAM CRITIQUE

PROGRAM CRITIQUE

The Oregon Migrant Education Program has developed from a plethora of conflicting ideas and concepts into an integrated and effective education program. The Oregon Board of Education, its staff, and local project personnel are pleased with the progress that has been made in providing better educational programs and supportive services for migrant children; pleased but not satisfied, for there is much to be done, many weaknesses to be overcome, and some wrongs to be righted.

The following paragraphs summarize the areas of concern, both general and specific, requiring attention at the state and national level.

1. Through in-service training and the Eastern Oregon College MAT program the number of people who are qualified to function as teacher aides, supervisors, coordinators, and project directors has reached a satisfactory level. Our primary concern now is training and recruiting classroom teachers who have the capability of functioning in bilingual programs and who can understand and relate to the needs of the target group students. To accommodate this need for qualified classroom teachers we have revised our training programs. Rather than endeavor to "retread" regular classroom teachers, the emphasis now is to provide target group people with the education and experience to qualify them for classroom teaching and to enable them to obtain certification.
2. Although there is not total agreement among the personnel participating in the migrant education programs, it is the opinion of the Oregon Board of Education migrant education staff that the most effective services provided for the migrant students in terms of cost are at the preschool and primary levels. In future program planning, at both the state and local level, the Oregon Board of Education staff will encourage the use of Title I, ESEA Migrant Amendment funds for preschool and primary education and will work with the districts and communities to use local resources to provide special services for the elementary and secondary school children.
3. A survey of the summer school programs revealed an inordinate number of students enrolled in the summer programs who attended school in the same district during the regular school year. More restrictive enrollment guidelines will assure that future programs place more emphasis on the recruitment and enrollment of inflow migrant children. In FY 72, it will be mandatory that certificates of eligibility be completed on all students classified as migrant who are enrolled in the migrant programs.

4. A lack of funds to provide services for migrant children who are not old enough to participate in the preschool programs is statewide. These children need the educational, health, nutritional, and social services that are a part of a good day care program if they are to benefit fully from regular school programs. Also, day care programs for these children who are too young to go to school would release their older siblings from baby-sitting assignments, which are quite often the reason for the absenteeism of those who can least afford to be absent.
5. Through in-service training, workshops, and the efforts of the MESC personnel the emphasis on individual instruction through utilization of diagnostic and prescriptive processes has been expanded. With but few exceptions this has become a basic part of all programs.
6. MESC personnel have consistently and conscientiously encouraged all districts in Oregon to participate in the Migrant Student Record Transfer System. As a result, there is a very high percent of participation. There has been, however, through no fault of the MESC staff, an increasing number of complaints from district personnel. With few exceptions, their complaints fall into two categories: (1) the limited amount of pertinent information included on the forms that are received for newly enrolled students, and (2) the time lapse between the request for information and the receipt of both critical data and the complete record. It is suggested that the intrastate computerized system of student data processing be evaluated and that immediate steps be taken to improve the process.

The weakest segment of the state program was at the secondary level. Although several schools conducted commendable reading labs and vocational programs for secondary students, some programs were not effective. A very negative report for one such school (written by a consultant in the area) follows. These conditions will be investigated and whatever action is necessary will be taken.

"Secondary: Weak!!! The parents were called in only when problems arose. In some instances the school contact was sent out to 'deal with the parent.' High school teachers are traditionally subject matter oriented and in perhaps 95 percent of the cases never go out to make personal contacts with the parents of his students if they are anything but middle class Americans. Parent teacher associations are totally ineffective in attracting lower income and/or ethnically different parents and really very little effort is made on the part of the school to change this. This office, Yamhill County Migrant Education Office, when it heard of the problems the

child was having in the schools, we were seldom told by officials of the school, went out and tried to work things out with the parents. I would say that probably 90 percent of the problems which arose pertaining to Mexican-American migrants were the fault of the schools! Insensitivity is the name of the game. A curriculum which is totally irrelevant to meeting their needs, insensitive teachers and administrators, exclusion from the mainstream of the extra-curricular activities because of 'ignorant' (here the school has been derelict in its duty) peers. Ignorant to such concepts as culture relativity, Mexican history, et al. Our office tried to work with parent groups but with little success. The mythical melting pot syndrome prevails." sic.

In several of the school districts complete anecdotal reports were kept on selected migrant students throughout the year. Following are three reports taken from one district's evaluation report.

Roel. Roel is the youngest member of our class; his birthdate is November 7, 1965. Roel came to us in the summer session of 1970. He spoke almost no English and did not understand conversation or directions given in English. In the fall Roel scored 90 on the Basic Concept Inventory, which indicated a very low performance in language. Roel learned readily as the skills were presented throughout the year. He achieved nearly all of the academic skills on the MESC Academic Checklist by the end of the year and scored 37 on the Basic Concept Inventory post-test for a dramatic gain of 53 points. Roel had a long period of absence after Christmas vacation, which he was able to overcome. This child is socially well-adjusted and has reached a point where he can converse readily in English. He will need much practice in communicating in English to keep and continue his gains. He should be ready for a successful experience in school.

Robert. Although he has shown 1.3 gain (grade score), which is commendable for a seven-month period, Robert's gain is not the greatest of all my students. I know him best and see a lot of humanity developing in this young person. He is developing a keen sense of humor, he sees the funny side, and is quick to respond in a positive, pleasant manner. He is also developing a pride in his person and in his accomplishments. Robert is aware of his unkempt appearance and makes an effort to get his clothing repaired at school before it is noticed by his peers. He has a great deal of trust and respect for adults who have helped him. As his reading improves and his self-confidence in this area grows, he is able to express his ideas freely and uses cognitive power to solve his problems. His attitude on the playground is of a positive nature and Robert is considered a good citizen of our school. The special attention he has received in the program, along with his newly learned skills, reinforces the awareness that what he is and does is important, is noticed, and is appreciated.

Juan. Juan's general ability is probably average, but he recognized few English words. He also did not read quickly enough to comprehend a paragraph after struggling through it. During the year he progressed from 4.0 to 4.6 vocabulary grade level. However, he progressed from a 4.1 to an 8.2 comprehension grade level, an increase of 4.1 years in comprehension. These scores were based on the Gates MacGinitie Form E. Socially, Juan demanded much attention from classmates and teachers. He used many attention-getting devices and consequently was not well liked by his classmates. They found him annoying and silly. In 18 weeks, however, he settled down and began to show maturity. He made a movie of his family on a fishing trip which showed him calm and relaxed in outdoor activities. His film was well received by the class and helped other students understand him. Consequently, he began to relax in the classroom. Juan has improved in all six core subjects; however, his attitude toward school was poor when he entered the class and, although it has improved, he will need much encouragement to stay in school and graduate.

PART XIX

TEACHER TRAINING PROGRAM

TEACHER TRAINING PROGRAM

Purpose of the Teacher Training Component

Earlier reports have dealt with the need for special teachers to deal with the special educational demands of migrant children in Oregon. The third year of the Eastern Oregon College project was premised upon the same need recognized at the inception of the program in 1968; namely, the demand for an entirely different kind of teacher, capable of dealing empathetically with cultural differences and taking part in the social change which his classroom or administrative unit is directing.

Recruitment and Post-Program Placement

As in the past, a descriptive "Prospectus" was published and distributed to a general mailing list of approximately two hundred persons (Appendix A). Over the years program personnel had developed contacts with individuals and departments across the country, through which fairly good recruitment contacts had been made. These were used extensively. In addition to these contacts, announcements were published in the Peace Corps GREENSHEET and the VISTA V-LINE, two publications which had generated a high degree of interest in the past. Approximately one-third of the participants were contacted via these two agencies, bringing to the project a cosmopolitan point of view and a necessary global awareness.

A decision on the part of the State Advisory Committee on Migrant Education (spring 1970) had made it possible to conduct a recruiting trip in south Texas in April of that year. The purpose was to insure that the project would reflect at least a 50 percent Chicano enrollment, because the need for Chicano professionals in the state was acute. This proved a judicious decision, and although the 50 percent goal was not reached, the recruitment trip did make it possible to bring to Oregon five new persons from the Rio Grande Valley and one from New Mexico. Three additional Chicano candidates, met during the spring trip, did not become participants, two from their own choice and one for academic reasons.

A further demand of the Advisory Committee had been that participants be fully certificated teachers prior to acceptance to avoid the conflicts of meeting both migrant program and certification requirements simultaneously. Ultimately some reinterpretation of this guideline was accepted as certain applicants were sufficiently close to certification that Eastern Oregon College was in a position to provide a modified "block" education sequence to bring them up to standards without undue pressure on the individual. Dr. James Kearns of the Education Department, in collaboration with other department personnel, assumed responsibility for this component with highly satisfactory results.

By late spring the migrant program had responded to approximately 350 general requests, had identified approximately 50 "highly probable" candidates, and was in close communication with 26 persons. Other criteria used in selection were capacities in Spanish language usage, high academic ability, and evidence of personal self-direction. Without a doubt these efforts combined to bring to the Eastern Oregon College campus an 18-member student group without parallel in the institution's history.

The following is the roster of project participants and their current assignment:

Manuel Borge	Teacher In-service and Curriculum, Ontario, Oregon
Eutiquio Elizondo	Vocational Education, Oregon State University, Corvallis, Oregon
Sr. Francella Griggs	Indian and Bilingual Education Programs, Eastern Oregon College, La Grande, Oregon
Susan Jones	Migrant Program, Washington County IED, Hillsboro, Oregon
JoAnn Lee	Migrant Program, Washington County IED, Hillsboro, Oregon
Melvin Lucas	University of Oregon (student), Eugene, Oregon
Pamela Lucas	University of Oregon H.E.P., Eugene, Oregon
Carmen Fernandez Mann	Migrant Program, Washington County IED, Hillsboro, Oregon
Romeo Munoz	Migrant Program, McMinnville, Oregon
Rafael Rodriguez	Withdrew from program, April 1971
Pete Romero	Assistant to State Director of Migrant Education, Salem, Oregon
Carol Olsen	Withdrew from program, March 1971
Sharon Pope	Special Teacher, Reading, Migrant Program, Woodburn, Oregon
Frank Serrano	Northwest Regional Educational Laboratory, Portland, Oregon

Alicia Valdez	Instructor in Bilingual Education, Eastern Oregon College, La Grande, Oregon
Eric Valentine	Indian Program, Eastern Oregon College, La Grande, Oregon
Margaret Valentine*	Housewife with new baby, La Grande, Oregon
Consuelo Villanueva	Migrant Program, Ontario, Oregon

*Note - nondegree candidate

Academic Program and Calendar

Each year since its inception the program has undergone revisions. The 1970-71 program was revised in the light of evaluations and suggestions given by earlier participants and the State Advisory Committee subsequent to its visit in the spring of 1970. The revisions in recruitment focus and certification have already been touched upon. In addition, it was suggested that greater latitude be permitted in selecting programs and that increased avenues be opened for experiences in migrant education and with the Chicano community in Oregon. These suggestions were acted upon. In developing a program, the student could meet degree requirements and still live off campus for both the winter and summer terms. The fall term was established as a solidly academic one; winter term could be spent either off-campus or on-campus; spring was an on-campus term; and summer had all participants in the field. Despite the considerable difficulties in course scheduling, committee work prior to the opening of school in developing functional course sequences, and the logistical problems of getting students into field assignments, this proved to be a highly effective experience. The students who undertook this option were responsible for moving themselves onto field sites, acquiring housing, and setting up a routine for themselves. Further, it should be noted that several of the married students with families elected the off-campus option, either taking their families or commuting to and from field sites. Following are the assignments which materialized:

Manuel Borge	McMinnville High School Reading Specialist and Migrant Program
Eutiquio Elizondo	Ontario Vocation Program
Susan Jones	Ontario Migrant Program
JoAnn Lee	Eastern Oregon College, Indian Program
Romeo Munoz	Treasure Valley Community College, Adult Education Program

Rafael Rodriquez

Ontario Migrant Program - High School

Sharon Pope

Woodburn Migrant Program

Frank Serrano

Project BOOST

The benefits of this "community service term" were many. It allowed as much direct contact with migrant programs as the student might choose; opened immediate lines of communication with project directors which led, in some cases, to full-time employment; permitted functional experiences with top teachers in the state; and afforded the opportunity to view public school education from a different perspective.

Another demand placed upon program planners was that Spanish be given higher priority within the context of the program. With mixed results, this was undertaken with the creation of a two-level Spanish sequence, one for students with elementary abilities and a second for those with a high degree of proficiency. Difficulty in course design and conflict in teacher-student expectations led to innumerable problems in mounting these classes. With a change in personnel at the end of the fall term, a more prescriptive format was adopted. The focus which emerged was narrowly grammatical and syntactical as compared to the preceding wide-ranging format. Neither approach seemed wholly satisfactory as each student brought to the class a broad range of language talents and expectations which no one class could accommodate.

The balance of the curriculum materialized as stated in the "Prospectus" (Appendix A, p. 5) with the following modifications. During the fall term, Doctor Hosley, program anthropologist, developed a Concepts in Anthropology course in order to telescope basic theories and anthropological terminology into a compact format. Spring term, an elective Chicano Literature and Poetry section was offered with approximately one-half of the students participating.

Some difficulties were encountered with respect to the Graduate Record Examination. A score of 950 on the verbal and quantitative portions is a requirement for acceptance to graduate standing, except in those cases in which very high undergraduate G.P.A.'s adequately compensate. By committee decision, a third criterion was admitted which allowed the Director to submit evidence of other talents, community services, or professional competencies for any candidate. Although this option was infrequently exercised, Graduate Committee support was unanimous in accepting other competencies when they were presented.

Consultants

The budget allowed \$800 for consultants and modest monies for their travel and per diem. Early in the year a Minority Education Association was organized as a recognized campus entity, the majority of those involved being in the migrant or Indian programs. The director placed one-half of the consultants' monies at the disposition of this association, preferring to give full latitude in its use. Difficulties in arranging the schedule of the one visitor slated for the fall term dictated cancellation of one program. During winter term the association was essentially moribund because most students were off the campus. Spring term, rather than bring consultants to the campus at considerable cost, it was decided to take the entire group to the Willamette Valley for a week, during which time consultants could be observed working in situ, rather than in an artificial environment on the Eastern Oregon College campus. The following visits were made:

Brian Altmiller	McMinnville individualized reading program
Irene Kilgore	McMinnville High School reading program
Zola Dunbar	Beaverton, language experience in reading
Mary Narey	Woodburn, corrective reading program

Again it was agreed that functioning professionals, confronted with real classes and real community pressures, are an invaluable source of expertise. While the theoretical position assuredly has its place, there is no substitute for watching a creative talent, as is Mr. Altmiller's, make an idea function within a working social context.

Summer Component

Earlier program evaluations had been justifiably critical of the summer component in that to a high degree student initiative had been stifled when students found themselves placed in a teaching situation in which they had no power in establishing the curriculum or the priorities of the program. Some students found themselves functioning as little more than paraprofessionals in situations which were already overstaffed. It was also found that the lower elementary focus of the summer program failed to use effectively the talents of individuals with a focus on secondary education. It is the program's policy that there is a major intellectual obligation to meet migrant demands as they arise, even if this requires a reorientation of the teacher's thinking.

In 1971, a new approach to the summer component was undertaken. Early in the spring, negotiations were begun with Bob Warner in North Plains and Al Hicks in Ontario to permit students from the program to oversee entire aspects of their respective summer projects. In North Plains the regular summer staff was used to mount projects in nearby areas, and the Eastern Oregon College group assumed responsibility for the entire program and the community work as well, thanks in no small way to Bob Warner's contacts with growers, educators, and community workers in that area. Responsibility for administration of the program was accepted by Pete Romero, who participated in the early arrangements with the North Plains school board and later undertook the immediate direction of the program's day-to-day functions. Four teaching teams were in North Plains from June 8 until August 5, teaching a curriculum which was partially developed during the spring term on campus. For the first time in the project's history, participants felt wholly responsible for the curriculum and their successes and failures.

In addition to the regular participants, a slight budget surplus made it possible to stipend Robert Mann, a graduate student in biology, who mounted an upper elementary class in ecology and natural history, and Julie Rosasco, Sharon Pope's sister, who teamed at the first grade level.

As was the case in the past, most of the students lived in Ron Tankersley's upper labor camp, although pressures at the height of the season made it necessary to rent one unit from Paul Tankersley.

The reasons for providing this experience are unchanged from preceding years. Despite the fact that many educators are able to articulate the need of the migrant students to attend school, there has existed a major breakdown in the educators' ability to deal as equals at the camp level with the children their systems are educating.

A second and smaller contingent participated in the Ontario program. In view of the fact that grower unrest had forced the closure of much of the migrant housing in the Ontario-Nyssa area, students lived in local housing. Five students from Eastern Oregon College participated. One, Chris Dillon, moved from the mobile lab unit in Milton-Freewater to Ontario for the summer.

Toward the middle of the summer, Sister Griggs was transferred to Portland from Ontario to assist in developing a legislative proposal to use Camp Adair as an educational center for Indians and Chicanos.

During the summer term, Doctor Hosley and Mel Lucas mounted a series of in-service training sessions in North Plains, Washington County, Woodburn, and Independence for paraprofessionals in those areas. Later in the summer Doctor Hosley made a short trip to Ontario to tie up academic work of the EOC students working there.

The Mobile Lab

A need for short-term assistance in migrant education programs in Central Oregon led to the employment of a special teacher and funds were allocated to move and equip a portable unit for instructional purposes. During the fall Mrs. Hazel Denham worked at Culver, Oregon, as an extension agent of the EOC program, working with students in grades one through eight. When the demand in that area decreased, her contract was terminated. In the spring Miss Chris Dillon was contracted to mount a similar program in conjunction with the Milton-Freewater public schools. As classroom space was available, the mobile unit was stationed within the labor camp and Lynnette Williams was employed in a paraprofessional capacity to mount a reading readiness program for preschool children under Miss Dillon's supervision. Roger Jorgensen and Lou Morello were very helpful in assisting Miss Dillon with the procurement of space and teaching materials and the arrangement of students' schedules. As already noted, Miss Dillon later moved to Ontario as part of the summer program staff there.

Some Conclusions

Around August 5, teaching materials were stored away, bags were packed, and students took stock of themselves prior to heading out for a few weeks of vacation before the opening of school. They were vacations honestly earned.

No attempt is made here to evaluate whether the monies allocated these last three years have been well spent. The new forces in Oregon migrant programs, on consulting boards, and on college staffs will have to speak to that and, as with all social movements, time will be the real test.

Nor is any attempt made here to judge the impact of a special teacher training institute, either on Oregon migrant education or the institution which has hosted the project, although such an evaluation is in order. In truth the ramifications of such analysis are staggering and would necessarily take an investigator into a close evaluation of programmatic curriculum change and administrative reorderings at the campus level, not to mention the subtle spiritual reassessments which have gone on within the hearts of individuals involved. Yet, some observations are in order.

At the program level, Eastern Oregon College benefited immensely because the migrant program called into review the nature of undergraduate teacher training and demanded that some new priorities be determined. Although it is not headline news, the two most significant changes were the products of committee work: the new undergraduate bilingual program and the optional minor in minority education, which are now realities. Other subtle spinoffs relate to the presence of Chicano staff members at Eastern Oregon College, into whose hands will fall the direction of subsequent programs. And the most significant lesson is one which has probably yet to be learned, namely, that institutions of higher learning have an obligation to look to the future in anticipation of needs before societal demands force change upon them. The migrant program was an effort to compensate for teacher deficiencies by pulling students and faculty together, at great expense, in the hope that a necessary job could be done better and now.

At some point the "institute system" should be called into review. It is an answer to an immediate problem, but the net gains of institutes must be measured in terms of the dislocations to the persons involved, the institutional commitments made to them, to the necessary expenses incurred, and to the long-term impact their graduates will have. Whether or not this is the best manner in which to improve a situation is a question for further debate. Alternatives, some of them untested, have yet to be tried, but for the researcher attempting to probe the techniques for promoting tele-sis--directed social change--the "institute experience" deserves close investigation. What, for example, is the ideal length for an institute? To what extent should it be structured or unstructured? What are the realized gains at the district level? Could not the same ends be achieved through highly specialized recruiting programs and increased pay for individuals who meet precise requirements? What, as educators, have we really learned about special training?

PART XX

MIGRANT EDUCATION SERVICE CENTER

MIGRANT EDUCATION SERVICE CENTER

1970-71

Project Data

1. School term - August 1, 1970, to September, 1971
180 days

2. Migrant students participating in projects:

<u>Grade</u>	<u>No. Children</u>	<u>ADM</u>
Preschool	0	0
1	43	30
2	22	30
3	28	30
4	34	30
5	29	30
6	<u>22</u>	<u>30</u>
	178	---

3. Number of nonpublic school children included in Item B:
None

4. Number of migrant students served by the district in the area:

Enrolled 178 ADM 30

Districts which participated in the area project:

<u>District Name</u>	<u>Students Enrolled</u>	<u>Number Teachers</u>	<u>Number Aides</u>
No. Santiam #126	62	.5	0
West Stayton #61	25	.5	0
Marion #20	51	.5	0
Aumsville #11C	<u>40</u>	.5	0
	178		

Programs and Grade Placement

1. Informal Reading Inventory
2. Slingerland Screening Tests
3. Rosewall-Chall Diagnostic Reading Test

Certificated Personnel

Two English-speaking teachers working in the two migralabs.

Utilization of Instructional Materials and Equipment

A wide variety of materials and equipment was used to enhance the program's activities and meet the program objectives. This project involved the movement of two small mobile vans from school to school to meet the language arts needs of migrant children in grades 1-6. Each van was staffed with a teacher who met with small groups of children for periods of time during the day. The children met with regular classes for the remainder of the day.

At the primary level the most-used equipment included filmstrip projectors, tape recorders, listening centers, and 16mm projectors. Both cassette and reel-to-reel tape recorders are used with the children in several very effective ways. Many stories have been taped and the children listen to the story and read the books at the same time. The tape recorders are also used with the Sights and Sounds programs. Teachers start a story on the audio recorders and have the children finish the story. The filmstrip projector is used with Classic Fairy Tale materials. The children see illustrations and listen to the story on audio tapes or records. Movie projectors are used with no sound and students write their own versions of what they have seen. Overhead projectors are used to promote the concept that talking is reading.

Some other materials effective with primary children are:

1. Guidebook to Better Reading
2. PLAN Reading Program
3. Phonics We Use Game Kit
4. Random House Reading Program Yellow Series

The Random House material is used to individualize the reading program for primary children. The students are very interested in the stories and progress rapidly. The Phonics We Use Game Kit can be used as a free-time reward or as a directed teaching device. Children enjoy playing the various games a great deal, and if a teacher

discusses a specific phonetic skill, then plays an applicable game with the students, individual weaknesses are often overcome.

Hoffman machines, movie projectors, overhead projectors, single concept film loop projectors, and audio tape projectors are the most successful equipment used with intermediate grade level children. Movie projectors are used with no audio to promote story writing. This process provides good stimulation. The single concept film loop machine is used in this way also; however, it is also used for art lessons and for math and science concepts. The audio tape machine cassette and/or reel-to-reel is probably the single most versatile piece of equipment available. The students are very enthusiastic about dramatizing simple plays and listening to themselves. They enjoy sitting around a listening center, hearing a story; they like to read a story, listen to themselves, then reread it, improving the way it sounds.

Hoffman machines used with the accompanying programs are a popular learning device with intermediate students. They are not effective for more than two students at one time, however, and the program needs to be monitored by the teacher or an aide to make sure that positive learning habits are acquired. The Systems 80 equipment and programs, which are similar to the Hoffman, may be more effective with children. The programs are better developed, and the sophistication of the equipment is such that the student must choose the correct answer to proceed.

An old standby for teachers of intermediate students is the Reader's Digest Skillbuilders. These paperback readers with a magazine layout do help build reading skills. The Skillbuilders were used with students in two schools last year and progress was noted in the Slingerland Screening Tests.

Also used to provide better instruction in language and reading ability are:

1. The Checkered Flag Series, a series of books with accompanying film strips and records, and
2. The Language Master with its audio cards.

The Checkered Flag Series is particularly good with boys, as it deals with various types of cars and racing. The stories are about second to fifth grade reading level, but they are interesting to students of junior high school age because they are about hot rods and racing. The Language Master is really a worthwhile tool when working on vocabulary and word sounds. The student can listen to a word, say it, and hear himself as compared to the recorded teacher. The most effective for the migrilabs were blank cards used by the teacher with the words causing individual students problems.

In-service Training

Following is a list of the meetings sponsored or conducted by MESD during this year.

September 23, 1970: Independence was the meeting place for 20 administrators and teachers who received orientation and training for the Inter-American Test, which included a 4-hour session with Mr. Owens, Mrs. Bloch, and Mr. Haggerty.

September 28, 1970: A meeting was held in Newberg for 40 Washington and Yamhill county teachers and aides. The purpose was to orient and train them in the use of the Inter-American Test. Mr. Owens, Mrs. Bloch, and Mr. Byrd were there for the 4-hour session.

September 29, 1970: Marion County IED was the scene of a testing meeting for teachers and aides. At this meeting Mr. Owens and Mrs. Iona Bloch provided orientation for the Inter-American Test for nine administrators.

October 1, 1970: Twenty-five Malheur County administrators and secretaries attended an in-service at the May Roberts School in Ontario on the record transfer system. The program included a 1-hour question and answer period with Mr. Byrd.

October 2, 1970: Treasure Valley Community College held an in-service program for Malheur County teachers and administrators. There were 40 people present, including students from Eastern Oregon College MAT program, to receive the testing information provided by Mr. Owens, Mrs. Bloch, and Mr. Byrd.

October 7, 1970: Stayton Elementary School served as the meeting place for 20 South Marion County teachers at a one and one-half hour training session concerning the Inter-American Test. Mrs. Bloch and Mr. Owens conducted the in-service.

October 10, 1970: A statewide conference for teachers in migrant preschools was held in Salem. Sixteen participants spent a full day on student evaluation and the compilation of an academic checklist. Miss Kay Birge provided the leadership.

October 14, 1970: Aumsville Elementary School provided the space for a second training group of 15 South Marion County teachers on the Inter-American Test. Mr. Owens, Mrs. Bloch, and Mr. Haggerty provided instruction.

October 19, 1970: Two follow-up in-service programs were held. Each lasted for one and one-half hours and dealt with the Inter-American Test. Mr. Owens and Mrs. Bloch trained 15 Yamhill County people at McMinnville in the afternoon and 15 Washington County people in Hillsboro in the evening.

October 20, 1970: Ten people from North Marion County met at the Marion County IED for a 90-minute training session of the Inter-American Test. Mr. Owens and Mrs. Bloch were consultants.

October 22 and 23, 1970: The two-day Camp Menucha Reading Conference was held. There were 60 participants from throughout the state concerned with teaching philosophies, diagnosis and prescription, materials, culture, teaching strategies, and classroom management. Consultants included Dr. William Moore, Mr. John Seaman, Mrs. Irene Bates, Mrs. Dianne Farnsworth, Mr. Larry Larson, Mr. Ben Jones, Mrs. Gloria Austin, and the staff of the MESC. As a result of this conference, follow-up meetings were scheduled for each area of the state.

October 26, 1970: Merrill Elementary School in Klamath County served as a meeting place for 10 teachers, aides, and administrators for a 1-hour session on the Record Transfer System and a 90-minute training session on the Inter-American Test. Mr. Owens and Mr. Byrd served as consultants.

November 17, 1970: Willamette Valley migrant preschool teachers met in Salem. Fifteen persons attended a full afternoon session concerning the Academic Checklist and Utilization of Teacher Aides. Kay Birge was consultant.

December 9, 1970: The first follow-up reading conference was held in Medford. Twenty-eight people from three counties attended a full-day session with Mr. Haggerty, Dr. Bill Moore, and Mrs. Denise Matson.

December 14 and 15, 1970: A two-day session in Ontario for the Malheur County preschool teachers and aides was held. A classroom session was video taped and discussed. Kay Birge and Dr. Bill Moore led the discussions, involving 10 teachers and aides.

January 25, 1971: Willamette Valley preschool teachers met in Salem to discuss video taped segments from various programs. Each project had a different theme: Brooks, reading; Dayton, Distar; Independence, math; No. Marion, Sullivan Reading Program; and St. Paul, science. Kay Birge and Bill Moore were the consultants.

January 26, 1971: A follow-up reading in-service was held at McMinnville for Yamhill County teachers. Denise Matson, Bill Moore, and Mr. Haggerty provided a 5-hour program delving into two models of individualized reading strategies and programs.

January 28, 1971: Thirty Washington County teachers met with Charles Haggerty, Bill Moore, and Denise Matson at Hillsboro for five hours to review two working models of individualized reading instruction.

February 3, 1971: Twenty-five teachers in Jackson County met in Medford with Daisy Smith and Charles Haggerty to review materials, classroom management, retrieval systems, and use of media in individualized reading.

February 11, 1971: Teachers in Central School District #13J met with Bill Moore, Charles Haggerty, and Denise Matson for five hours to discuss individualized reading.

February 10 and 11, 1971: A two-day workshop for Malheur County preschool teachers and aides was held. Twelve to 25 teachers and aides were involved in discussion and instruction on teaching oral language. Bill Moore and Kay Birge used video tapes of Distar, H-200, and flannel board stories as methods.

February 23, 1971: Twenty Willamette Valley preschool teachers met in Salem for a 4-hour session with Dr. Dennis Fahey of OCE for a workshop on art media as an instructional tool.

March 2, 1971: Twenty teachers from North Marion County gathered at Mt. Angel College to discuss working models of individualized reading programs. Video taped classroom activities were studied. Dr. Bill Moore and Mrs. Denise Matson provided consultative assistance for this 5-hour presentation.

March 11, 1971: Twenty-five additional teachers from North Marion County received the same training given at the March 2 in-service. Afternoon-evening sessions of four hours duration were held at Mt. Angel College with Doctor Moore and Mrs. Matson.

March 16 and 17, 1971: A two-day reading workshop was held in Ontario for Malheur County. Ten resource and skill center teachers discussed: (1) a model reading program, using behavior modification techniques, (2) record keeping in an individual program, and (3) material utilization in individual programs. Dr. Bill Moore, Mr. Charles Haggerty, and Mrs. Denise Matson were the consultants.

April 1, 1971: Twenty-five teachers met at Stayton Middle School for a 4-hour session on diagnosis and prescription in reading. Doctor Moore, Mr. Haggerty, Mrs. Matson, and Mrs. Daisy Smith were consultants.

April 2, 1971: Fifteen Willamette Valley preschool teachers were taken on a field trip to the Portland Follow Through program at Eliot School. Robert Harold, the Principal, and the staff talked with the preschool teachers after the observation.

April 6, 1971: A full day in-service program was held in Klamath Falls for teachers from Malin, Bonanza, and Merrill. Ten teachers participated in the program concentrating on classroom management, survey of equipment and materials, implementing the prescription, and summary of diagnosis and prescription. Doctor Moore, Mrs. Daisy Smith, Mr. Haggerty, Lillian Baheur, Mildred Bevis, and Pat Ford served as consultants.

April 12, 1971: Fifteen Willamette Valley preschool teachers met with Mrs. Alice Lacock, reading specialist, to discuss the prevention of reading failure. The session lasted four hours.

April 21, 1971: Nineteen of the 30 teachers invited from Woodburn, No. Marion, and St. Paul attended an in-service at Woodburn for three and one-half hours. The subjects covered were: (1) skill file development process, (2) skill file exercise, (3) classroom management for individualized instruction, and (4) introduction to language games and materials. The consultants were Doctor Moore, Mr. Haggerty, and Mrs. Daisy Smith.

April 22, 1971: Sixteen of 30 teachers from Mt. Angel, Monitor, Gervais, Lake Labish, Brooks, Eldridge, Pioneer, Parkersville, and Buena Crest met in Woodburn for a repeat of the April 21 meeting.

May 5, 1971: Thirty-five teachers from South Marion County met at Stayton Middle School for the final reading in-service which lasted three and one-half hours. This was a presentation similar to the April 21 and 22 meetings.

May 13-15, 1971: The final in-service for preschool teachers was held. This was the second statewide preschool teachers' meeting. Conducted in Bend, it drew 25 teachers and aides to finalize the rewriting of the Preschool Curriculum Guide. Small groups each developed an area, then reported to the full group for approval.

June 3, 1971: Ten teachers and aides took part in a full day in-service in preparation for summer school at Colonel Wright School in The Dalles. The areas of concern were: (1) Academic Checklist, (2) Northwestern Syntax Test, (3) Oral Language Development, (4) Classroom Management, (5) Record Transfer System, and (6) Dental Health. The consultants were Mr. Haggerty, Mr. Owens, Mrs. Smith, Mr. Byrd, and Mrs. Joan Moran.

June 7-9, 1971: Forty-five administrators, teachers, secretaries, and aides from Marion, Polk, Washington, and Yamhill counties in Oregon and 15 from the State of Washington met in Salem for a combined school clerks' and terminal operators' workshop involving the Record Transfer System. Changes in the system were discussed with terminal operators. School clerks worked with the changed forms and

did simulated record transfer exercises with tele-trainers. Consultants for this meeting were Mr. Miller and Mr. Brannon from Little Rock, Arkansas, and Mr. Byrd.

June 10, 1971: Fourteen teachers and aides from North Santiam and Jefferson took part in a presummer school one-day in-service in Salem. The subjects discussed were: (1) diagnostic testing, (2) classroom management, (3) dental hygiene, (4) cultural patterns of Mexican Americans, and (5) physical education activities for perceptual motor skills. Consultants were Mr. Owens, Mrs. Smith, Mr. Byrd, and Mrs. Joan Moran.

June 11, 1971: Hillsboro was the scene of a 4-hour in-service concerning academic learning in school for Washington County summer school staffs. Mr. Owens, Mrs. Smith, and Doctor Moore were consultants.

June 12, 1971: A repeat of the June 11 in-service was conducted for the Yamhill County summer school staffs.

June 14, 1971: A half-day in-service for 10 teachers and aides was provided at Parkdale School in Hood River County. The subjects were: (1) diagnostic devices, (2) materials and equipment for individualizing, (3) musical activities for summer school, (4) dental hygiene, and (5) record transfer changes. The consultants were Mr. Owens, Mrs. Smith, and Mr. Byrd.

June 16, 1971: Eight teachers and aides at Milton-Freewater met for an afternoon-evening meeting. The topics were (1) diagnostic devices, (2) materials and equipment for individualizing, (3) dental hygiene, (4) building a skill file, and (5) Record Transfer System. The consultants were Mr. Owens, Mrs. Smith, and Mr. Byrd.

June 18, 1971: Mr. Owens, Mrs. Smith, and Mr. Byrd discussed diagnostic devices for summer school, developing a skill approach, and classroom management at North Marion Elementary for 40 teachers and aides from North Marion County summer schools. This was a 3-hour session.

June 21, 1971: Mr. Byrd, Mr. Haggerty, and Mr. Robert Paz conducted a 90-minute in-service program in Independence. Subjects discussed were: (1) record transfer, (2) services of the MESC, and (3) cultural backgrounds of Mexican-Americans. Forty teachers and aides participating in the summer schools were present.

June 22, 1971: Mr. Byrd spent one hour training five Independence teachers and aides in the use of the Record Transfer System.

June 28, 1971. Ten teachers and aides observed a demonstration physical education in-service on devices for perceptual motor skills at Parkdale for one hour. Mr. Syrd was the consultant.

Several visits were made during July by Mr. Owens and Mrs. Smith to North Santiam, Mt. Angel, and Lake Labish. The dates and times were not recorded. The purpose of the visits was demonstration teaching with various types of equipment and materials.

Program Integration

1. The migrilabs were small teaching stations. Students leave their classrooms once or occasionally twice a day for learning assistance in the migrilabs. The learning programs for students were primarily in the area of language arts; some assistance was provided in the field of mathematics and many science and social science concepts were introduced incidentally in the process. The students usually spent approximately 30 to 45 minutes in the van with two or three other children.
2. There were no nonpublic schools in the areas of the districts the Migrilab served.

Program Effectiveness

The Migrant Education Service Center was active both in direct services to children through the Migrilab in South Marion County and through statewide services to districts in which migrant children were in school. The attention to children in the districts of Aumsville, Marion, North Santiam, and West Stayton was necessary because no other project served these schools. The statewide supportive services included in-service training, testing, lending materials and equipment, producing materials, and supplying information. In addition, some effort was made to serve as liaison with other agencies at the state level.

Five objectives were outlined in the project application regarding the needs of students in South Marion County. These were:

1. Immediate instructional assistance.
2. Endeavor to build a stronger self concept and a fair expectancy level.
3. Improve health opportunities.
4. Promote individualized instruction.
5. Initiate long-range planning to alleviate future needs.

These objectives were met with varying degrees of success, as is to be expected. In terms of immediate instructional assistance, there were 178 students who received help. Successful classroom activities have been described earlier in this evaluation.

Historically, it has been shown that eliminating educational deficiencies of children so they can operate well in the classroom is the most effective way to improve self concept and provide a fair expectancy level. In evaluating the opportunities provided by the Migralab, teachers and students agreed that personal attention improved student performance. Teachers and students are mentioned here because the Migralab teachers were to work with staff members of the various schools to update methods. Two of the four schools established learning areas where children could use Hoffman machines, tape recorders, and other equipment and materials as a result of efforts extended by the Migralab. In another school where the Migralab teachers used a sixth grade student with difficulties in reading and attendance as a peer teacher, the student did not miss a day of school the rest of the year, reached grade level in spelling, and became generally helpful at school. In another case, 11 first grade students were given special help by the Migralab teacher during the third quarter of the year. Eight of these students improved to a point where they returned to the classroom and at the end of the year were promoted to the second grade.

As a result of cooperation with the Marion County Health Department, many children received health assistance or screening exams. In cases where more than an examination was necessary, funds were located to meet the need through the health department and local service clubs.

The long-range planning objective may have been met most effectively. Through the efforts of the staff of the MESC, South Marion County had the third largest summer school, in terms of enrollment, in the state and is now a part of the Marion County Area Project. Through the efforts of Mr. Charles Owens, an advisory committee was established and a school program involving two districts was established this summer. In addition to working with two districts, the project cooperated with the Valley Migrant League and Marion County Health Department. For the present year, again as a result of Mr. Charles Owens' efforts, South Marion County is included with the rest of the county and preschool and resource teachers are being used in this area.

The support provided the statewide migrant education program through in-service has been previously enumerated. Many hours of preparation, presentation, and travel were required. In addition, hours

were spent coordinating the migrant health project with the various summer school programs and finding and providing people not on the staff of the MESO. People who were most useful, informative, and well received were Mr. Millard Leslie of Dayton, Mrs. Joan Moran, dental hygienist from Doctor Witter's office, and Doctor Nice of Oregon State University.

A summary of the in-service program indicates over 200 hours of presentation, roughly divided as follows: reading-100, preschool-76, testing-53, Record Transfer System-25, cultural differences-20, health and P.E.-12, and music-6.

The record transfer system started the year with the form to be used in the automated system, but it had to be handled manually. Many schools were unhappy with the size and shape of the form, which required the use of a long-carriage typewriter. Other concerns of the schools were:

1. Time required to complete all the blanks
2. Time required to get records from out of state
3. Lack of information from other schools

The major problem, however, was the changeover in January from a fairly efficient manual system to a less-than-perfect automated system. To make this as easy as possible, terminal operators and back-up operators were provided a week's training in Olympia, Washington, followed by a week's training on the teletype machines at Salem and Ontario. Then the generation of existing records commenced. As a result of the newness of operation, equipment breakdown, and operator error, the generation proceeded slowly.

Eventually a second terminal was installed in Salem and record generation increased.

With all these problems, a comparison of the years 1970 and 1971 is still rewarding. The total number of schools using the system in 1970 was 105; 122 used the system in 1971. Changing the system in the spring of the year after many schools in Oregon lost their fall inflow has caused numbers for children identified during the school year to be suspect. The state total shown in our record transfer statistics indicates only the students whose records were generated onto the Data Bank. It does not show students who were identified in school in the fall and then moved out of state or to schools that do not use the Record Transfer System. The school year totals show 4,048 students in 1970 and 3,758 in 1971; however, with the addition of summer school students, the comparison indicates 5,335 for 1970 and 5,468 for 1971.

The automated system has, generally speaking, significantly decreased the time lag in record movement from state-to-state and school-to-school. Until every school in every state uses the system, and duplication of records is eliminated, frustration will continue.

The MESC attempted to coordinate and cooperate with all the migrant project schools in Oregon in a testing program. This effort involved fifty-three and one-half hours of in-services, two-hundred thirteen and one-half hours of testing, and two-hundred fifty-seven hours of scoring, compiling, and record keeping. The effort suffered initially all the condemnations usually associated with a general testing program, and despite the significant amount of time spent in in-service, the testing was handled poorly in some cases, both in terms of the actual administration of the test and the methods used to select the students to test.

The MESC furnished the tests to the districts and provided training for district or area personnel. In many cases, staff from the MESC, or contracted persons, did the testing and scoring. Contracted staff of the MESC also compiled the testing data and provided each school a summary sheet for each student indicating the areas of the test where the student did poorly.

Initial criticisms; e.g., that the test was too difficult, that it was culturally biased, that there were no national norms, and that students were already over-tested, disappeared somewhat by spring. Many people who condemned the proceedings later reversed their opinions. Also, more than 1,200 fewer students were post-tested.

The results indicated that, except in two cases, there was average raw score gain for each school at each level. The two cases show a high rate of student mobility, and only one student took the post-test, although several took the pretest.

The material development section of the MESC was more active than was generally realized. A major part of the time was spent in lending, moving, and doing minor repairs of equipment. Equipment and materials were sent to over 50 schools in 8 counties.

The major productions during the year were:

1. Master video tapes for 50 Sesame Street programs
2. Video tapes for in-service training
3. Slide presentations for in-service training
4. Slide presentations of current programs
5. Inventory preparation

The master tapes of Sesame Street are used to make copies for districts who prefer to use the program at a different time than it is aired, who do not get the program over the air, or who wish to use a specific tape to promote an individual skill. Nyssa, Ontario, Klamath Falls, Hood River, Dayton, and McMinnville made use of this service.

Many hours of this staff person's time were spent in moving, repairing, or helping with the Migralabs. Each time a lab was moved, it required two days of his time. The propane had to be turned off and disconnected, the jacks removed, inside materials secured, and the van moved. The propane company would come and move the tank to the new location and then the set-up procedure would begin. With the transfer of the Migralabs to the various areas this year, the problem should be alleviated.